DOCUMENT RESUME

ED 294 309 EA 019 982

TITLE Educational Cooperation in Asia and the Pacific: 20 years of NIER's Activities.
INSTITUTION National Inst. for Educational Research, Tokyo (Japan).
PUB DATE Oct 87
NOTE 123p.
PUB TYPE Collected Works - General (020) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Developing Nations; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; *Foreign Countries; International Cooperation; *International Organizations; *International Programs; Program Descriptions; *Program Development; Technical Assistance
IDENTIFIERS *Asia (East); *National Institute for Educ Research (Japan); UNESCO

ABSTRACT

In 1967, the National Institute for Educational Research (NIER) of Japan, in cooperation with Unesco, launched its Regional Programme for Educational Development in Asia. This document was published to commemorate the 20th anniversary of this program. It consists of papers by separate authors recording the accomplishments of the NIER regional program in Asia thus far. After a foreword and a congratulatory message from the assistant director-general for the coordination of Unesco activities in Asia and the Pacific, chapter 1 consists of four papers recalling the beginning and implementation of the Unesco-NIER program: "At the Time of the Launching of Unesco-NIER Regional Program" by Dr. Kihei Koizumi; "Regional Cooperation in Education: The Early Year" (sic) by Mr. Raja Roy-Singh; "Twenty Years After" by Mr. Leo R. Fernig; "Asian-Pacific Regional Cooperation in Educational Innovation: 1974-85" by Dr. A. Latif; and "NIER's Educational Cooperation Programme in Asia and the Pacific" by Dr. Hiroshi Kida. Chapter 2 documents the 20 years of NIER's educational cooperation program in Asia, and includes an outline of regional cooperation activities, activities organized between 1967 and 1986, and participants of the regional activities. Notes about the authors and an editor's note are appended. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NIER

ED294309

EDUCATIONAL CO-OPERATION IN ASIA AND THE PACIFIC

20 Years of NIER's Activities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Kida

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 019 982

National Institute for Educational Research, Tokyo, Japan

EDUCATIONAL CO-OPERATION IN ASIA AND THE PACIFIC

- 20 Years of NIER's Activities -

Section for Educational Co-operation in Asia
National Institute for Educational Research (NIER)
October 1987

© NIER 1987

Published by

the Section for Educational Co-operation in Asia
National Institute for Educational Research of Japan

5-22 Shimomeguro 6-Chome, Meguro-ku, Tokyo, Japan

C O N T E N T S

Foreword *Mr. Isao Suzuki* 1

Congratulatory Message *Mr. Makaminan Makagiansar* 3

Congratulating NIER on its Twentieth Anniversary of Regional Co-operation Programme in Asia and the Pacific *Mr. Hiroshi Ueki* 5

Chapter I: Recalling the Beginning and Implementation of Unesco-NIER Regional Programme 7

At the Time of the Launching of Unesco-NIER Regional Programme *Dr. Kihei Koizumi* 9

Regional Co-operation in Education: The Early Year *Mr. Raja Roy-Singh* 16

Twenty Years After *Mr. Leo R. Fernig* 25

Asian-Pacific Regional Co-operation in Educational Innovation: 1974-85 *Dr. A. Latif* 28

NIER's Educational Co-operation Programme in Asia and the Pacific *Dr. Hiroshi Kida* 35

Chapter II: 20 Years of NIER's Educational Co-operation Programme in Asia 41

1: Outline of Regional Co-operation Activities . . . 43

2: Activities organized between 1967 and 1986 . . . 49

3: Participants of the Regional Activities 107

Notes about the Authors 118

Editors' Note 120

Foreword

It was in 1967 when the National Institute for Educational Research (NIER) launched its regional programme of co-operation in education in Asia, in response to a request from Unesco. It marks its twentieth anniversary this year.

It is easy to say 'Twenty Years', but it is something of an achievement that an institute for education, even though it is a national agency, was able to continuously undertake educational co-operation programmes in Asia and the Pacific. It is truly an accomplishment for several reasons: one, the international scene has undergone drastic changes since the late sixties; and two, in the early days international co-operation on education was far from common and the institute had to pay a pioneering role. I can think of the difficulties faced by Dr. Masunori Hiratsuka, the then Director General of NIER, Dr. Kihei Koizumi who was the chief of the Section for Educational Research Workshops in Asia and directly in charge of this programme, and those of the staff concerned with the research departments and general affairs department who were directly or indirectly involved in the implementation of the programmes in those days. Needless to say, it was only possible, thanks to the support and co-operation of the Ministry of Education, Science, and Culture and many other educational institutions and individuals, that NIER could undertake this regional programme for 20 years. Today, it is widely known in education circles in Asia and the Pacific that NIER stands for the National Institute for Educational Research of Japan, and for this we are indebted to the tremendous efforts made by all of our predecessors. I should like to offer them my sincerest gratitude as we compile this record on the occasion of the 20th anniversary of the programme implementation.

As is described in the main text, the Unesco-NIER Regional Programme for Educational Development in Asia was further developed as part of a major mutual co-operation programme for the development of education for all Unesco Member States in Asia and the Pacific in the late seventies under the leadership of Dr. Hiroshi Kida, the former Director-General of NIER. In these last 20 years, NIER has organized 70 regional workshops, seminars and experts meetings with 1,306 participants. So far, 39 reports on these workshops and others have been published and distributed. Apart from these, the Institute has provided assistances for many educational researchers and administrators in Asia to study education in Japan. It also has distributed information on the development of education in Asia to Japan while providing information and materials on Japanese education to Asia. Today, we commemorate our 20th anniversary of the implementation of regional programme and compile its records as a reference to those concerned as well as for use as basic materials to further develop NIER's regional programme on education in Asia and the Pacific. I sincerely hope that this book will be widely used by those concerned both within and outside the institute. At the same time, I express

my sincere hope that NIER could further strengthen its regional activities in education in Asia and the Pacific with the assistance of many people concerned in the region.

In publishing this record, I have requested Mr. M. Makagiansar, Unesco representative for the Asia-Pacific region, and Messrs. Roy-Singh, Fernig and Latif, who have rendered their support to NIER's regional programme for many years, to contribute articles which they have all done most willingly. I would like to take this opportunity of thanking them most sincerely.

Isao Suzuki
Director General
National Institute for Educational Research

Congratulatory Message

of

Mr. Makaminan Makagiansar
Assistant Director-General for the Co-ordination of
Unesco Activities in Asia and the Pacific,

on the occasion of

the 20th anniversary of the launching of the
regional programme for education development of
the National Institute for Educational Research of Japan

The year 1987 marks a milestone in the history of regional co-operation in educational research and development in Asia and the Pacific. I am, of course, referring to the 20th anniversary of the launching of the regional programme on research in education by the National Institute for Education Research - NIER. I am indeed honoured to be invited to join many other friends and associates of the NIER to celebrate this auspicious occasion and to add a congratulatory message on behalf of the Director-General, on my own personal behalf and on behalf of my colleagues of the Unesco Regional Office for Education in Asia and the Pacific.

When we commemorate the 20th anniversary of the regional educational programme of NIER, we do not only celebrate the success of a programme, nor merely the functioning of an institution, nor for that matter, the fame that NIER has justly acquired. We celebrate something much more fundamental. We celebrate the advancement of knowledge. NIER, through its high quality research and respected publications, have expanded our storehouse of knowledge as far as problems of education in this region are concerned. This has provided the countries of this region with current, up-to-date and practical knowledge for solving some of their pressing problems concerning education.

It is in the advancement of knowledge in general and knowledge about the problems and prospect of education in the Asia/Pacific region in particular, where the aims of Unesco and NIER become common. Both these organizations are devoted to pushing back the frontiers of ignorance and prejudice and bringing in a climate of regional co-operation based on knowledge and understanding. It is on this common aim that our partnership is based - a partnership whose most creative and productive fruit is the now famous Asia and Pacific Programme of Educational Innovation for Development - APEID. We recall with great satisfaction NIER's participation and support for this valuable Unesco programme from the very outset.

Unesco as you know just celebrated its own 40th anniversary. In 1946

the founding countries of the UN system realized that a world peace, which is the supreme concern of our civilization, to be permanent and durable, will necessarily have to be based not on governmental agreements, but more importantly, "on the moral and intellectual solidarity of mankind." Thus Unesco was born; to work for peace, freedom, equality and dignity of human being by fostering international co-operation in the field of education, science and culture. It was lack of knowledge about each other, about our ways of life, our past, our culture that was correctly identified as the root of the prejudice and hatred that has so often led us to war in the past. It was to prevent such a march of events in the future that Unesco was created.

From the above description of Unesco's work it is obvious why we take so much satisfaction in celebrating the 20th anniversary of NIER's regional programme in educational research. For the last two decades NIER and Unesco have together worked in many areas and have jointly given impetus to many regional, sub-regional and national programmes that have rendered invaluable service to the countries of this region.

But it is in facing the future challenges in education that a more severe test of our partnership lies. In spite of the laudable and significant achievements in the field of education, it is known to all that the Asia and Pacific region concentrates within its borders, two-thirds of world's illiterates. The extent of illiteracy among women in the highest in this region. The school drop-out problem is more acute in this part of the world.

Yet we also know that Japan has established a system of education which is highly respected the world over and which has been pivotal in Japan's economic achievements of the recent past.

It will be the challenge before NIER and Unesco to make available to all other countries of this region the key elements of the success of the Japanese in their educational development. It will be their joint challenge to take advantage of the marvellous technological achievements of Japan and adopt their discoveries to suit the special needs of the countries of this area. It will also be their challenge to devise ways and means to utilize the great reservoir of trained manpower in some countries of the region for the benefit of those where there is a scarcity of it. I have in mind the great number of senior Japanese educators, scientists and scholars who have retired because of age, but are physically and intellectually still capable of many more years of valuable service. This generation of senior scholars may assist us in solving many of the urgent problems that both NIER and Unesco face today.

I extend herewith my sincere felicitations to the National Institute for Educational Research of Japan on this occasion, and take this opportunity to pay tribute to its leadership, past and present, and to its efficient staff, for developing and further strengthening the role of NIER as the leading institution in educational research and development in this region. May the Institute continue to prosper as an intellectual forum to serve both Japan and the region.

The Unesco Secretariat, my colleagues and I, certainly look forward with pleasure to many more years of close and cordial co-operation and friendship with NIER.

Congratulating NIER on its Twentieth Anniversary of Regional Co-operation Programme in Asia and the Pacific

Mr. Hiroshi Ueki
Director-General, Science and International Affairs Bureau,
Ministry of Education, Science and Culture
Secretary-General, Japanese National Commission for Unesco

It is may great honour to send a congratulatory message to the National Institute for Educational Research (NIER) of Japan on the occasion of the twentieth anniversary of the inauguration of its regional programme for educational development in Asia. I should begin with my sincere expression of the deep sense of respect for the efforts made by the Directors General of NIER and its staff of the Section for Educational Co-operation in Asia and others concerned with the programme.

The educational co-operation programme of NIER was initiated by the late Dr. Masunori Hiratuka when he was the Director General of NIER. He also served as Chairman of the Japanese National Commission for Unesco. His long experience enabled him to view and respond to the emerging needs of Asian countries and the consequent request from Unesco. His successors, Dr. Hiroshi Kida and Mr. Isao Suzuki, have contributed and are contributing, to the further development of this programme.

At the initial stage of the programme, NIER carried out projects for the comparative study of elementary curriculum and teaching contents, through which the name of NIER became quite familiar among educators in Asia. Immediately after the inception of the Asian Programme of Educational Innovation for Development (APEID) in 1974, which was launched on the basis of the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia held in Singapore in 1971, NIER started to positively participate in and collaborate with its implementation. In 1977 NIER became its Associated Centre.

APEID is a regional programme aiming at strengthening educational co-operation among the Unesco Member States in Asia and the Pacific, and to help promote indigenous development of education within individual countries. Currently, APEID has 26 participating countries including Japan and 174 Associated Centres, and its undertakings are highly appreciated not only by the participating countries in the region, but also by the people in other regions. Similar regional programmes of educational innovation for development have been launched in other regions after the model of APEID. From the beginning of APEID, Japan has duly recognized the significance of APEID, positively participated through the regional projects of NIER and other Associated Centres in Japan (six centres at the moment), and provided funds-in-trusts for mobile team operations, etc. It should be noted that the participa-

tion in APEID is one of the major programme areas of educational co-operation of Japan.

So far, NIER has invited approximately one thousand educators in Asia and the Pacific to its regional programme and conducted successfully seventy regional seminars and workshops at NIER. In addition, NIER has sent its staff to regional meetings held outside Japan, arranged study programmes for visitors and provided educational information through the network of Unesco-APEID. I noticed with great pleasure and pride that through these regional activities NIER has established a sound foundation as one of the key Associated Centres in the region and enjoys a high reputation among the Unesco Member States in Asia and the Pacific.

The Asia-Pacific Programme of Education for All (APPEAL) was launched in February this year for the purpose of eradicating illiteracy from the region by the year 2000, and Japan is being expected to contribute towards the success of this programme. Adding to the efforts made by the Asian Cultural Centre for Unesco, Tokyo, known as ACCU, for developing literacy materials, it is earnestly hoped that NIER will also contribute to this area through its expertise in the field of elementary education.

In concluding my congratulatory message, I should like to express my wishes that NIER would further respond to the requests from the countries in the region and render services further to the educational development of the world on the basis of accumulated experiences so far gained in its educational co-operation activities in Asia and the Pacific.

C H A P T E R I

Recalling the Beginning and Implementation of Unesco-NIER Regional Programme

At the Time of the Launching of Unesco-NIER Regional Programme

Dr. Kihei Koizumi
Professor, Reitaku University
Former Chief of the Section for Educational Co-operation in Asia,
National Institute for Educational Research

At the opening ceremony of the new building in 1965, when the National Institute for Educational Research (NIER) marked the 15th anniversary of its establishment, Dr. Masunori Hiratsuka, the then Director General of the institute, stated in his speech that, "I wish particularly to stress that a special request from the Unesco Headquarters has been raised to NIER to fulfill our responsibilities for the enhancement of educational standards in Asian countries." He continued, "I expect very much that NIER will respond positively to this demand of the international society."

The plan that the Japanese Ministry of Education, Science and Culture, and NIER in particular should play such a role in co-operating with Unesco was eagerly promoted by the staff at the Unesco Headquarters, who had always admired Dr. Hiratsuka since the days when he was the Assistant Director-General for Education in Unesco, and who were looking forward to the contribution to be made by Japan. In August of the same year, Mr. Renè Maheu, Director-General of Unesco, came to Tokyo to attend the General Conference of the International Association of Universities and visited NIER to consult with Dr. Hiratsuka. I recall that Dr. Hiratsuka mentioned later that the purpose of Mr. R. Maheu's visit was not only to renew their friendship, but more importantly to find out NIER's research activities and to confirm for himself Dr. Hiratsuka's concerns over Unesco in connection with NIER's co-operation with Unesco.

I heard that in November, 1965, an official request from Unesco was sent to Mr. Umekichi Nakamura, the Minister of Education, Science and Culture at that time who was Japan's chief delegate at the Second Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning in Asia which took place in Bangkok.

Accordingly with the recommendation of the Ministers' Conference, a sum of $60,000 was earmarked in the 1967-68 Unesco budget as a contribution to NIER's programme to strengthen the educational research activities in Asia.

Turning to my personal situation, I had just completed a ten-year stay in the United States in the fall of 1964, and had returned to my Alma Mater, Reitaku University. I was asked to assist Dr. Hiratsuka, and I visited NIER 2 or 3 times a week as a part-time staff member to handle the DG's foreign correspondence and other things. I was told about NIER's new regional role, and in September 1965 I was transferred from my university to become a regular staff member at NIER in the Section for Educational Planning. In July 1967, I

was appointed as section chief of the newly established Section for Educational Workshops in Asia, and by then preparations for a new regional co-operation programme were gradually getting under way.

One point of particular importance was that the mission consisting of Mr. H. Philp and Mr. A. Graham was sent by Unesco Headquarters to visit Japan during late August to early September, to consult with the Japanese agencies concerned about the implementation of the programme using the $60,000. As a result of the deliberations of the 3 parties of the Unesco mission, the Japanese National Commission for Unesco and NIER, a plan of activities for 1967 and 1968 was drawn up. I recall that I was very impressed by the enthusiasm of Mr. Philp and Mr. Graham for their work.

Immediately after that, a Unesco's Experts Meeting took place in Bangkok for a week starting September 5 on the problems of dropouts and wastages in elementary education. I attended together with Mr. Munemitsu Abe, the chief of the Section for Asian Studies that had been established in April. It was my first international meeting, and I was able to get acquainted with Mr. Raja Roy Singh, the then Director of Unesco Regional Office in Bangkok, and other Asian educators. I became aware of various educational programmes that Unesco was undertaking in Asia. In this meeting, apart from the report on the Japanese situation on the subject under discussion, we also presented the new co-operation programme in education that Japan was to carry out.

In order for NIER to carry out such a programme of co-operation, it was necessary to examine the actual situation in Asia. I was fortunately granted the opportunity to visit Indonesia, Singapore, Malaysia, Laos, the Philippines, and Taiwan over a period of about one month after the meeting in Bangkok. My visits to the Ministries of Education and other educational institutions in those countries allowed me to learn and add to my stock of experience.

Then from late October, the 14th session of the General Conference of Unesco was held in Paris, and Dr. Hiratsuka who attended the Conference stated in a sub-committee on education that NIER was to carry out a new regional co-operation programme at the request of Unesco. I heard that there was strong support for the programme from the representatives of the Philippines, Republic of Korea, and Taiwan.

Incidentally, Unesco established a Regional Office for Education in Asia in Bangkok in 1961, a Regional Centre for the Training of Educational Planners, Administrators and Supervisors in New Delhi in India, a Regional Centre for the Training of Teacher Educators in Quezon in the Philippines, and an Asian Regional Institute for School Building Research in Bandung in Indonesia, with the aim of achieving the objectives of the Karachi Plan (to provide 7 years of free compulsory elementary education to all children in Asia by 1980).[1] The aim of these institutions was to train specialists from Unesco member countries in Asia in the respective fields, and the expenses

---

1. These institutions were renamed later as follows: Asian Institute of Educational Planning and Administration, Asian Institute for Teacher-Educators, Regional Institute for School Building Research, the last one of which transferred to Colombo.

for staffing these institutes and for training programmes were all borne by Unesco. As such Unesco activities developed, it was realized that the research activities on education were imperative for the improvement and development of education. It was understood that the regional co-operative programme in this field was to be carried out by an institution in Japan, and unlikely the cases of three institutions mentioned above, the Japanese government was to develop a new capacity for regional co-operation to an already-existing educational research institution known as NIER, including staffing for the implementation of the programme, without asking Western experts to work for the programme. Furthermore, it was agreed upon that the expenses needed for the running of programme were to be covered tentatively by Unesco and Japanese government evenly and gradually Unesco's contribution was to be reduced accordingly with the increment of the provision by the Japanese government. The so-called Unesco-NIER regional programme was launched and this operation mode attracted the attention of people concerned internationally.

Prior to the NIER's regional programme in 1967, a regional training course on the improvement of primary school curriculum and teaching methods in Asia was organized by the Japanese National Commission for Unesco in Tokyo from November 8 to December 17 1966. NIER fully co-operated in organizing the course. This appeared to have had been the first project planned as a regional activity at the request of Unesco and provided preparatory practice for NIER in carrying out its activities from 1967. There were 17 participants from Asian countries, and at the same time staff from NIER and the Ministry of Education, Science and Culture, and specialists from the national universities in Japan participated in the course. It was the first time that such a training course for regional co-operation in the field of education was held in Japan, and it not only provided excellent experience but was an auspicious start to carrying out the co-operation programme in the following year.

In 1967, a Regional Meeting of Experts on Educational Research in Asia was held at the Tokyo Prince Hotel over one week period from May 30 as the first regional programme for the development of educational research in Asia with the Unesco's financial contributions of $60,000. This meeting was held under the auspices of the Japanese National Commission for Unesco with the close co-operation of Unesco Headquarters and NIER. It attracted concerned persons and specialists from 14 Asian countries, as well as representatives from Unesco Headquarters and the Asian Regional Office. Five representatives from Japan including Dr. Hiratsuka attended, and world-renowned scholars were invited to act as consultants.

The objectives of this meeting were as follows:

(1) To determine educational research needs and priorities in Asian member countries;

(2) To establish a co-operative network among educational research institutes in the Asian member countries, and to promote joint research projects among them; and

(3) To determine future programme lines in relation to the role of NIER, Japan.

When the Unesco mission visited Japan for consultation, the basic outlines of the regional programme that NIER was to carry out had been decided. By incorporating the experiences since that time and the discussions and recommendations of this Experts Meeting on Educational Research in Asia, the regional programme to be carried out by NIER in the two years of 1967 and 1968 were decided as follows:

(a) To organize a regional research workshop on problems related to school curriculum in Asia (3-4 weeks, 1967);

(b) To organize a regional research workshop on specific curriculum areas with such priority areas as mathematics education and science education (3-4 weeks, 1968); and

(c) To organize a follow-up workshop on curriculum (3-4 weeks, 1968);

(d) To organize a first experts meeting for a long-term study on aims and objectives of education (1 week, 1968).

Coinciding with this, the Section for Educational Workshops in Asia was newly established in the External Service Department of NIER on July 1, and in addition to the writer himself T. Kanaya, the present chief of the Section for Educational Co-operation in Asia, was attached.

For four weeks from october 23 to November 18, (with about one additional week following that for a tour of observation in the Kansai area of Japan), an educational research workshop on problems related to school curriculum in Asia was held. It was NIER's first experience in organizing an international conference on educational research for as long a period as five weeks. The Section for Educational Workshops in Asia that played a backstage role was able to complete its task without a hitch thanks to the encouragement and active co-operation inside and outside the institute, despite the tremendous amount of work to be done that far exceeded any expectations. I still clearly remember how deeply touched I was by its success. An Advisory Committee Meeting on Unesco's Educational Programme in Asia was convened in Bangkok from 8 to 10 November, and listening to Dr. Hiratsuka who attended this meeting, I was very encouraged to learn that the regional co-operation programme in the Unesco-NIER system was already highly esteemed.

I should like to make special note in relation to this workshop that a new project called the Comparative Study of the Curriculum Development at the Stage of Elementary Education in Asian Countries was adopted, and 3 years later it bore fruit with a report in English of nearly one thousand pages.

Another piece of progress was that the new 3-story building was extended as a facility for the educational co-operation programme in Asia at a national expense of approximately ¥40 million, and was put to use from 1968.

So far, I have given a chronological outline of how NIER's regional education co-operation programme with Unesco developed, and although I believe it is worth recording, I think the ideas behind the planning and implementation of that programme are more important. From here on, I would

like to confine myself to what I saw and heard while working for Dr. Hiratsuka, interspersed with some anecdotes.

It was said that Dr. Hiratsuka who took on the important appointment as Assistant Director-General of Education at Unesco, and who also held the post of Chairman of the Japanese National Commission for Unesco longest, would lay down his life for Unesco. He believed that Unesco was one of the finest institutions produced by human beings in the 20th century, and was the greatest heritage of wisdom of mankind to be passed down to the 21st century. What a great pleasure it was for him when Unesco asked NIER to take part in the regional co-operation programme, where Dr. Hiratsuka had assumed office as Director-General. He used to say that our institute for educational research was national, but in spirit it was Unesco's research institute. I don't think it is saying too much that Dr. Hiratsuka was the most loyal person in the world to the ideals and spirit of Unesco in trying to contribute to world peace and the welfare of mankind through international understanding and co-operation in the spheres of education, science and culture.

As part of NIER's regional co-operation programme, there was a strong request to organize a training course for Asian countries, and Dr. Hiratsuka always used to emphasize his basic policy that Japanese people should learn together and co-operate with each other and that as far as Japan's economic potential was concerned, we should show our will to serve.

Once, towards the end of a workshop, members selected from among the foreign participants drew up a draft report in English which I delivered to Dr. Hiratsuka. As he examined the pages, he pointed out a sentence saying, "We recommend that the next new project should be carried out under NIER's leadership", and told me to ask the chairman to replace the word leadership with "service". I duly conveyed this message to the chairman and his opinion was that since NIER was in fact playing a leading role, it did not matter. He suggested using both "leadership" and "service", but in the end, only "service" went in just as Dr. Hiratsuka had wished.

It is well known that Dr. Hiratsuka emphasized the importance of moral education and had been advocating moral education widely to educators and citizens, apart from the scholastic research activities. It was however thought very difficult to discuss moral education as a topic at the international level. When he was Assistant Director-General of Unesco's Education Sector and he put forward the view in Unesco that moral education should be stressed, his opinion was not taken up.

However, times changed and a request came from Unesco to Dr. Hiratsuka for NIER to organize a seminar in the Asia region with a view to promote education on values. This was in 1974. Dr. Hiratsuka was only too delighted for NIER to hold a research seminar on moral education in Asia in the following year. In 1976, the second seminar was held and it seemed that the trend was towards moral education gaining importance. At the Unesco meetings held in Bangkok in April 1977 and March 1978, and also at the Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific held in Colombo, the capital of Sri Lanka in 1978, proposals and recommendations regarding moral education as important were adopted in succession.

Furthermore in December 1979, Director-General of Unesco, Mr. M'Bow himself, stated on record in the Regional Conference of Ministers of Education in Latin-America held in Mexico that if Unesco were to achieve its aims, ethics were basic, and the time had come for Unesco to give due consideration to overcoming the differences in religion and ideology, and to draw up moral standards for the education of young people of the world.

In 1978 Dr. Hiratsuka retired from NIER, but the joint research project on moral education in the Asian region continued under Mr. Hiroshi Kida, the succeeding Director General of NIER. At the end of 1980, an English report entitled Moral Education in Asia was published.

Dr. Hiratsuka put great personal effort into trying to raise internationally-minded Japanese who had both the dignity and ability to be truly respected. He certainly was an excellent model of this kind of internationally-minded Japanese. I have worked in NIER for about 17 years and been engaged exclusively in international co-operation activities in education. I am very grateful for having had the good fortune to enjoy so many valuable experiences and make many wonderful friends and acquaintances overseas that continue to even today. To conclude this report, I would like to say how touched I was by the friendship between Dr. Hiratsuka and Dr. J.A. Lauwerys. Dr. Lauwerys was Professor Emeritus at London University in the U.K., and a world authority on the study of comparative education. He had been engaged in Unesco from the very beginning and contributed greatly for a long period of time as a consultant on education. He met Dr. Hiratsuka in the 1950's, and they had continued to maintain a true friendship since then. Dr. Lauwerys had attended several international conferences on education and NIER's regional meetings held in Tokyo.

During Dr. Lauwerys' visit to Japan about 10 years ago, I accompanied him on a visit to Hiroshima acting as interpreter for his lecture. It was while he was talking about Unesco, that I suddenly discovered that he had written those famous words in the preamble of the Unesco Constitution: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." I shall never forget how moved I was at that time.

He must have realized the emotion with which I was interpreting, because as we came into the hotel room after the lecture, Dr. Lauwerys quietly told me something that impressed me even more: Before the establishment of Unesco, he was traveling around Europe looking at the devastation of post-war Europe. As he was doing his preliminary survey on rebuilding education, these words came into his mind as a flash of inspiration, and he wrote them down easily. He went on to say that in those days, he believed that if man were to increase his true knowledge and scientific knowledge and disseminated that through education, then war would be eliminated and world peace would prevail. That was why he had used the term "mind" with its strong connotation of intellectuality. But since observing the world situation for more than 20 years, he had come to realize that peace still lay very far ahead, and he felt very strongly that the word "mind" was insufficient and that the word "heart" which implies spirit was most important. He said that were he to write those words again he would have said: "Since wars begin in the minds and hearts of men, it is in the minds and hearts of men that the defenses of peace must be constructed by peaceful means."

The day after the lecture, Dr. Lauwerys visited Hiroshima University and wrote those words in the Visitor's Book in the President's office. He added further that "it is the supreme responsibility of educators throughout the world" and placed his signature. This also made a very deep impression on me.

Both of these wonderful men have passed away, and I shall never met them again. Dr. Hiratsuka died in March 1981 and Dr. Lauwerys sent a letter of condolence to his funeral with the title "condolences for a respected friend". He wrote ". . . like our colleagues throughout the world, I have learned many things from Dr. Hiratsuka. What I appreciated most was that through him I was able to become a better person. Today I feel as though a part of my being and a part of my life had been taken away. . . However, Dr. Hiratsuka was always a source of courage, hope, pleasure, and happiness for all of us, and he shall continue to be so. . ."

Dr. Lauwerys died 3 months later, and I sensed the wonderful friendship and the spirit of Unesco were aptly reflected in the words that Mrs. Hiratsuka said when she expressed her regrets that her husband had called Dr. Lauwerys away.

20 years have passed since NIER began its regional co-operation programme with Unesco in Asia, and I am most grateful that I was engaged there for 17 years from around the time of its inauguration and can recall the various incidents and related changes that took place. I should like to conclude by saying that I sincerely hope this regional co-operation programme on education in Asia and the Pacific will continue.

Regional Co-operation in Education: The Early Year

Partnership of
Unesco Regional Office of Education
and
National Institute for Educational Research

Recalled by

Mr. Raja Roy-Singh
Former Assistant Director-General, Unesco Representative,
Regional Co-ordinator in Asia and the Pacific, and the Director of
the Unesco Regional Office for Education in Asia and the Pacific

The year 1987 marks the twentieth anniversary of the regional programmes of educational co-operation which have been piloted by the National Institute for Educational Research (NIER). Last year (i.e. 1986) was the twenty-fifth anniversary of the Unesco Regional Office for Education in Asia and the Pacific (ROEAP). These two anniversaries are very closely linked by two decades of joint endeavours which opened new trails in inter-country regional co-operation for the development of education in Asia.

The writer was privileged to be associated with the Unesco Regional Office as its director, soon after it was established: he was involved in the events which finally led to the launching of Unesco-NIER Co-operative Programme which brought NIER in the mainstream of co-operative activities in the region. Regional co-operation for educational development, encompassing all the countries of this vast and complex region, was almost unknown even in 1960. Any suggestion of co-operation region-wide would have been countered by arguments pointing to the vast differences that set one country apart from another and the implausibility of joint action in education where the differences were even more marked. Yet within a relatively short time, by the end of the decade of 60's these negative arguments had been disproved by a new-found impulse of regional co-operation which gained strength from what it accomplished and became by the end of the decade a permanent feature of educational development in Asia. The movement of regional co-operation in education in Asia has been nourished and supported by different sources; however a pioneering role has been played by Unesco. The present account looks at the early years of regional co-operation efforts in terms of one of the regional activities, namely Unesco-NIER Regional Programme. It covers the first six years, from 1967 to 1972. In 1973-1974 another phase opened with the launching of the Asian Programme of Educational Innovation for Development (APEID) which is described in another article in this publication.

Regional Co-operation in Education: experience in retrospect

Unesco's action in the Asian region for the promotion of education has,

as its leading theme, the contribution to the co-operative efforts of the countries of the region for mutual support and assistance. This emphasis on regional co-operation is notably significant in the unique context of Asia with its diversities of culture, language, political ideology and the differences in the stages of economic development. Regional co-operation as it has unfolded in the experience of Unesco, is essentially an expression of international co-operation based on a recognition of variety and diversity, dissimilarities and discontinuities. This means, in practical terms, that there is no single 'model' of educational development and even less can any 'model' be transferred from one country to another. There are diverse and alternative paths to educational development, and each country defines its own choice in the context of its specific social, cultural, and economic conditions.

Over the years there has been a noticeable shift in the nature and substance of international co-operation in education in all regions of the world, notably in Asia. The earlier belief of 1940s and 1950s in 'technical assistance' purveyed by expatriate experts to develop education in a third country through a package of predetermined 'reconstruction' measures was largely superseded by the concepts of 'technical co-operation' and 'development co-operation' which stress sharing of capacities, knowledge, and experience rather than the notion of 'transfer' or 'donor-beneficiary' relation.

Regional co-operation has proved itself, both as an instrument of international development action and as an ideal in its own right. Despite the differences in levels of economic development or of political ideologies, the countries in a region share certain commonalties of outlook and convergent development experiences. Cultural links forged through long periods of history provide insights of understanding and sympathies. Co-operative action in a development field such as education is particularly sensitive to these intangible, but nonetheless real, influences, and there is a greater degree of relevance to national problems in such co-operative action than in other *a priori* approaches. Regional co-operation thus becomes a practical means of contributing to national development efforts.

International education

In the last few decades, global economic developments and developments in communication technologies are rapidly 'internationalizing' national economies and infusing new elements in the social systems. This is an irreversible development. It is no longer possible for any nation to isolate itself. It is not too far in the future when the development of the capacities, knowledge, and skills that are needed to adapt to and live in this emerging 'internationalized' world will become an essential function of education. International and regional co-operation are becoming an indispensable means of realizing this new function of education.

Beginning of Unesco's regional programmes in Asia

Unesco's action at the regional level in Asia was initiated for the first time in 1959-60 with a meeting at Karachi, Pakistan, where the representatives

of the governments of Asian countries drew up a regional 'plan' for the provision of compulsory primary education. It was published by Unesco under the title *"The Needs of Asia in Primary Education"* (Unesco, Paris, 1961). It is more widely known as the *Karachi Plan*. The Plan covered the developing countries of the region and recommended that "every country of the region should provide a system of universal, compulsory and free primary education of seven years or more within a period of not more than twenty years. (1960-1980)"

Following the publication of the Plan, Unesco set about putting in place a regional structure in order to assist the countries of the region in achieving the goals of the Plan. Early 1961, Unesco set up at Bangkok *a centre for educational studies and documentation* for statistical services and diffusion of educational information. Later in the same year the *Unesco Regional Office for Education in Asia* was established and the centre was merged with it. The terms of reference of the Regional Office were limited to primary education. Then followed in quick succession in 1961-62 three regional institutes, sponsored and largely funded by Unesco in collaboration with the respective host countries -- the *Asian Institute of Educational Planning and Administration* at New Delhi (India), the *Asian Institute for Teacher Educators* at Quezon City (Philippines), and the *Asian Regional Institute for School Building Research* at Bandung (later shifted to Colombo, Sri Lanka). The work of the Institutes was limited to primary education. The first two institutes were basically training institutions, offering every year courses to which fellows were enrolled from the Asian countries. At that time, there were few training facilities for the preparation of educational planners (which was indeed a very new 'discipline' barely a decade old) and teacher educators (trainers of trainers). The school building institute was mainly a research institute, though there was an element of training also in its programmes. All three institutes worked in educational areas in which little had been done earlier in the Asian countries. Thus Unesco's regional action, though of rather limited scope, was pioneering as well as innovative. In terms of the Unesco General Conference resolution, the three Regional Institutes were to function for ten years (that is, till 1972), and the arrangement was to be reviewed at the end of that period. The management of each Institute vested in its governing body which was composed of representatives of the host country and representatives of Unesco; similarly the faculties had specialists assigned by Unesco and specialists provided by the host country. The Unesco Regional Office co-ordinated inter-institutional programmes and generally provided technical support.

While the regional structure was in the process of establishment, the first Regional Conference of the Ministers of Education of the Member States in Asia was convened by Unesco and met at Tokyo in April 1962. This was an important landmark in the growth of Unesco's regional action by the association of the governments at ministerial level. The regional ministerial meeting set the basic framework for regional co-operation in education in Asia and generated a momentum for inter-country co-operative activities. The Government of Japan expressed a strong interest in participating in the Karachi Plan. This brought into the collective pool the educational experiences of an industrialized country which had historic experience of developing an education system based on universal primary education and universal literacy. It also highlighted an important aspect of regional co-operation as it has evolved in the Asian region, namely, mutual co-operation

among both developing and developed countries based on a relationship of reciprocity, mutual learning and equality.

By 1962-63, all the elements of Unesco's regional structure were in place, with the regional ministerial conference as king-pin.

The second Regional Conference of Ministers of Education of the Asian Member States took place at Bangkok in 1965, which among other things, reviewed the progress of primary education in the region and the problems related to it. One of its recommendations was for more attention to be given to educational research. The minister of education leading the Japanese delegation to the Conference indicated his government's interest in co-operating with Unesco in promoting educational research and development activities in the Asian region. This was followed up by Unesco and consultations were held with the Ministry of Education of the Government of Japan, the Japanese National Commission for Unesco, and the National Institute for Educational Research (Tokyo), the premier institute of educational research in Japan. These consultations led to the formulation of *Unesco-NIER Regional Programme for Educational Research in Asia* which after the approval of Unesco General Conference became operational in 1967. Thus began a new co-operative programme in education in Asia -- *new* in the area it covered, and more importantly, *new* in the ways it evolved and the methods of co-operative action it brought into play. The influence of those methods and techniques was to be found in all subsequent regional programmes in education in Asia and is as active to-day.

NIER was uniquely well placed to spearhead a regional programme in educational research. The involvement of a national institute to provide regional services was a new mode of operation and again NIER was well equipped to try it out because of the international commitment that animated its directing staff. NIER established a new section to handle the regional activities and the Government of Japan provided a new building as annex to NIER building.

The approach to the design of this new regional programme was explained with admirable succinctness and clarity by the Unesco Regional Office of Education in a statement in 1967 addressed to the participating countries in the region. It said,

> "The key-note of the programme (Regional Programme for Educational Research) that is evolving is joint and co-operative endeavour. It has been adopted as the guiding principle in selecting programme areas, in developing specific projects and in implementing the projects. The partners in this endeavour with Unesco and with NIER are the ministries of education in Unesco member states in the region, the national commissions for co-operation with Unesco, national research institutes and organizations as well as individual educators. It is the hope of all who are participating in the Programme that this endeavour will help to bring together the national institutions and organizations in the region so that they form a net-work through which ideas, experiences and information may flow freely for mutual benefit."

> "Educational research and development as spearhead of innovation are needed in all aspects of education. Since, however, human and material resources are necessarily limited, a choice has to be made in terms of priorities in order that concentration of effort on an area of strategic importance may yield multiplier effect. Curriculum development is such area, covering the total sequence of objectives-learning-teaching-techniques-outcomes."

Thus began the co-operation between the Unesco Regional Office and the National Institute for Educational Research, centered on two focal points, educational research and curriculum for primary education. The regional programme was now raised on a four-pillar structure -- educational research - curriculum/ educational planning/teacher education/school facilities.

Designing the Programme

The Unesco-NIER Regional Programme was designed and planned through a participatory process in which the representatives of the member countries were partners. At that time this was by no means a generally recognised or accepted principle in international or bilateral assistance programmes. First introduced in the Unesco-NIER Regional Programme the practice became a basic principle in the Asian Programme of Educational Innovation for Development (APEID), and, later still, came to encompass all regional programmes of Unesco in Asia and the Pacific. Its central importance is recognized in the establishment by Unesco in 1980 of a standing Advisory Committee composed of all member states in Asia and the Pacific, which advises Unesco on all regional educational programmes. This development did not come about without expression of reservation by those who somehow believe that the mandate of an international agency can only be realized by "top-down" dispensation of educational action.

The first activity that initiated the Unesco-NIER Programme was a regional meeting of experts from the participating countries. It was convened by the Japanese National Commission for Unesco in collaboration with NIER and the Unesco Regional Office of Education. It met at Tokyo in May-June 1967, and made a series of important suggestions and recommendations for establishing a co-operative network of research institutes in the region, and for the future programmes that needed to be pursued. The experience of this joint planning meeting was so positive that NIER quickly moved to 'institutionalise' it by establishing a consultative committee which met once in two years in order to design the biennium programme activities. The first meeting of the consultative committee was held in June 1968 at NIER, and thereafter it met regularly once in two years till 1974.

Programme focal points

Following the guidelines given by the consultation process, programme activities were developed in two areas, the network of research and development institutions in the region and, curriculum development for primary education. The method of action for carrying out these activities was an-

chored in the participatory approach with each country actively contributing to the pool of information and insights and drawing upon it according to its needs.

The choice of networking approach for institutional development in the area of curriculum and educational research was timely. Several countries in Asia were then establishing, or planning to establish, curriculum development institutions/projects. The Unesco-NIER Regional Programme helped directly to strengthen these efforts and made it possible for the countries to benefit from each other's experiences in institution building. Curriculum development in Asia in the decade of the 1960s emerged as the cutting edge of educational change. In the ten-year period 1965-1975, almost every country in Asia had established curriculum development institutions in one form or another; several of them were supported from international sources, multilateral or bilateral, but all of them were conceived in the context of national conditions. In this Unesco had an active co-operative role with the countries, at the national level as well as regionally.

Project activities in the Programme

The first joint project (joint between the participating countries and NIER) was a comparative study of primary education curricula in the Asian countries. The design of the study was prepared co-operatively by the specialists from the participating countries, NIER and Unesco Regional Office. Its main thrust was a practical concern to identify ways of improving the curriculum-making processes as they were to be found in the Asian countries. Each participating country made a study of its situation. In a series of meetings held under NIER auspices, the common problems highlighted by the national studies were examined and the insights so gained were shared as learning gains. Fifteen countries of the region participated in making the study: NIER organized three workshops and two committee meeting at the regional level, and the Unesco Regional Office facilitated inter-country visits to enable participants to see the working of curriculum projects at site. The study was completed in October 1970 and NIER published it in three volumes under the title, "*A Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries*". This was the first study of its kind relating to Asia.

The Study served a variety of purposes, one of them being as 'bench mark'. Sixteen years later NIER made another study, almost a companion study to the 1970 one. This latter study concerned "some major developments in elementary school curriculum in Asian and Pacific countries", and has been published by NIER (1986) under the title, '*Elementary/Primary School Curriculum in Asia and the Pacific*:

These two studies (1970, 1986) read together highlight in a remarkable way how the educational landscape in Asia has been changing -- the stir and movement in so many areas, stagnation in others.

Another series of activities in the curriculum area related to 'learning areas' or subject areas. The first one was initiated in 1968 on mathematics teaching at the first level of education in Asian countries. This was followed later with a study of science teaching at the first level, and later

still, the teaching of a foreign language (English). Another joint project was on audio visual education which later developed into a project on instructional technologies.

Looking beyond the curriculum

A curriculum reflects in varying degree certain assumptions about the educational process, what education is all about, its goals and objectives. Reflection on education whether in the medium of abstract philosophical terms, or the harsh language of the market place, has elicited the question, to what purpose? by what means? --- and add to these in the planning conscious world of to-day, at what cost? Reforms and changes in education stem from a redefinition, a reorientation, of the purpose which in turn redefines the means. The Consultative Committee of the Unesco-NIER Regional Programme recommended that a study be made analysing in depth the goals, aims, and objectives of the educational endeavours of the countries in Asia as the countries perceive them. From this recommendation arose a major activity of the Regional Programme. The countries of the region signified their interest, and the first meeting of experts from the countries was convened by the Japanese National Commission for Unesco jointly with NIER and the Unesco Regional Office of Education. The meeting held in Tokyo in March 1969 developed the design of the study within the framework of which the participating countries made analytic studies of the goals, aims, and objectives as formulated nationally. A second meeting of experts from the countries was convened by NIER in May/June 1970 in order to review collectively the materials that had been assembled and the experiences acquired in the national studies. An in-depth case study to be carried out in the Philippines was then designed and implemented by a team of researchers in the Philippines. The final report of the regional study together with the Philippines case study was published by NIER in early 1974, under the title "*Educational Goals, Aims, and Objectives: report of a study by a working group in Asia*" (National Institute for Educational Research, Tokyo, 1974)

The Report is a unique document as much for its subject matter as for the way in which the subject was treated. It avoided the temptation to be hortatory (a style into which educators tend to slip all too easily!); rather, the whole exercise was developed in a way to help in sharpening the critical awareness of the participants and providing them with new perspectives in which to analyse and assess the goals, aims, and objectives of their own education systems. More than fifty experts from 17 Asian countries participating in the Study had worked together over a period of nearly three years, and each could say that he or she was able to contribute as much as he or she received from the collective effort.

As mentioned earlier, the consultative procedure had developed as the rudder to the Regional Programme, and one which distinguished the Programme from all other regional activities. The second meeting of the Consultative Committee was held at Tokyo in May 1970, and reviewed the working of the Programme, recommending new project activities for the biennium 1971-72. It also suggested certain changes in the method of carrying out research projects, stressing the need to link the out-put of research to policy-decision making. Following up this recommendation, NIER convened a meeting of experts on educational research and development in Asia in October 1972.

It developed three project 'profiles' for joint study; 1) access to education, with particular reference to disadvantaged population groups, 2) curriculum evaluation, and 3) educational administration and management.

Action on these suggestions marked the second phase of NIER's leadership in the regional co-operation.

By 1972 Unesco-NIER Regional Programme had completed three biennium cycles, and it was arranged to have an evaluation. This was carried out by a three member team of specialists, one from Iran, one from New Zealand and one from NIER. The Secretary-General of the Japanese National Commission for Unesco, the late Mr. Ryoji Ito participated as adviser. The team visited six countries in the region, and held extensive discussions with research workers, with educators, and with education policy makers. The findings of the Evaluation Team underlined that "Unesco-NIER pattern of performing regional services has proved a successful model to other national centres of a mechanism by which regional co-operation in educational research has been achieved".

What the evaluation team, in measured tone, called "the pattern of performing regional services" was indeed more than a pattern: it opened new possibilities in regional co-operation. The experiences generated by the Unesco-NIER Regional Programme during its six years of operation stimulated application on a larger scale. These experiences were studied with close attention by a group of nine consultants from the Asian countries who met at Chiengmai (Thailand) in 1971 at the invitation of Unesco in order to make recommendations on the future pattern of regional co-operation in education. The Chiengmai seminar recommended that regional co-operative activities focus on "educational innovation for development" through a mechanism which would bring together interested national institutions and organizations in a network relationship. This recommendation in the shaping of which the countries in the region and NIER and the three regional institutes had the decisive role became the mainstream of regional co-operation in subsequent years.

Asian Programme of Educational Innovation for Development (APEID)

In November 1971 the Third Regional Conference of Ministers of Education of Asian Member States met at Singapore. The report of the Chiengmai Seminar was on the agenda. the Conference adopted unanimously a resolution proposed by the Japanese delegation and co-sponsored by several Asian countries approving the conclusions of the Chiengmai seminar and recommending to Unesco to establish the Asian Center of Educational Innovation for Development, as proposed by the Seminar. Following the approval of the General Conference of Unesco, the Asian Programme of Educational Innovation for Development was initiated. It comprised two institutional components; an Asian Center of Educational Innovation for Development (ACEID) located at the Unesco Regional Office of Education at Bangkok, and a network of associated centres which the governments have linked to the network to work co-operatively with the Asian Center and with other associated centers. APEID became operational beginning 1974 with NIER as one of the "founding members" of the network of co-operation in Asia.

Unesco-NIER Regional Programme Contribution

Having been closely associated with every step of the evolution of Unesco-NIER Programme, I believe that the outstanding contribution of the Programme lay in making inter-country regional co-operation in education a reality, a genuine expression of international fellowship. There were certainly other very useful gains, professional and substantive, but none that measured by a long way the gains in regional co-operation, the more notable for being intangible.

I have referred earlier to several new areas and methods of co-operation that were explored in the Programme -- mutual learning, co-operative planning, sharing on a footing of equality. These were strands which were held together by a strong sense of common fellowship. The reflection is borne in that international co-operation (of which regional co-operation is an aspect) is not, and cannot be, only a function of techniques; it calls for a sense of mission. All those who took part in the activities of the Programme in the early formative years could not but be aware of a feeling of engagement in a common endeavour. The late Dr. Hiratsuka, the then director-general of NIER, was fond of referring to this as *Unesco spirit*.

Educators and educational researchers in Asian countries had had in the past few links with each other across national boundaries. Even immediate neighbouring countries knew little of each other's education systems or problems or trends of educational ideas. Unesco's regional programmes initiated in early 1960's, notably the web of jointly planned and executed activities under Unesco-NIER Regional Programme brought the educators together almost for the first time to react to problems which surprisingly had so much in common. Thus took shape a 'community' of educators in each country aware and sensitive to all that was in common in regional community. There was a strong desire amongst them to establish a professional association in order to give the emerging 'community' an institutional framework of continuity. At various regional meetings of research workers, recommendations were made for the establishment of a regional professional association. For many of us it was a matter of disappointment that this aspiration was not realized.

Unesco-NIER Regional Programme covered an important but nevertheless, a limited segment of education. Despite this, it made a deep an pervasive impact on educational co-operation in the region in all its aspects. Many factors contributed to this generative influence and the writer hopes that in some measure the above account would have conveyed some feel for these factors. However, what was more potent than all other factors was the engagement in the Programme of persons who were totally and single-mindedly dedicated to the cause of promoting international understanding and international co-operation and the advancement of education in Asia. Unesco-NIER Regional Programme was fortunate to have, serving and helping it, many of these dedicated persons. Many of them continue to serve the cause of regional co-operation and of education. But two great educators and profoundly dedicated men of international vision who gave of their best to regional co-operation are no longer with us except in reverent memory - Dr. Masunori Hiratsuka, the director-general of NIER and Mr. Ryoji Ito then secretary-general of Japanese National Commission for Unesco.

Twenty Years After

Mr. Leo R. Fernig
Former Director of International Bureau of Education, Unesco

So the regional cooperative programme of NIER is already twenty years old. That it is vigorous and mature today is obvious to anyone who looks at the current activities and the quality of the reports drawn up by the groups of Asian educators meeting periodically in workshops or seminars. But twenty years ago, when we all lacked experience in cooperation and the role of educational research was by no means widely esteemed by administrators, it might have been difficult to predict such a successful outcome for the programme. I shall try to cast my mind back to that period and sum up some of the main factors and actors on the scene.

First of all, we must recall that the decade of the 60's was one of rapid expansion in international affairs, not least in the field of education and the action of Unesco. Under the impulse of many newly-independent States - chiefly in Africa and the Caribbean - and the prevailing economic prosperity of industrialized countries, educators everywhere approached their problems in a spirit of optimism. A trend towards regionalization appeared in Unesco circles - first shown by the organization of a series of regional conferences of Ministers of Education. Some of us - including myself - were fervent supporters of the idea of decentralization of the Agency's work, and saw the step towards regional activities as a beginning of this process; I fear, though, that we were a minority; for the majority, regional groupings were merely a convenient way of handling the growing number of countries while retaining central control over the programme. In any case, the Karachi Conference of Education Ministers in 1961, with the adoption of a "regional plan", was the beginning of what we now can see as an Asian cooperative programme. The establishment of the Unesco Regional Office in Bangkok provided a focal point for Unesco's involvement; and a constellation of regional centres was created shortly after, to deal with what were seen as priority problems - educational planning and administration in New Delhi, school buildings in Colombo, and teacher education in Quezon City. While they sometimes used existing facilities, these centres were essentially new, regional institutions - and the cost of maintaining them became increasingly heavy over the years. They progressively became national institutions and their more general functions were absorbed into the Bangkok Office.

With a steady growth during the 60's, first under Dr. A.F.M.K. Rahman, then under Raja Roy Singh, the Bangkok Office established itself as a genuinely decentralized outpost of the Unesco Secretariat. And as work progressed on exchanging information and bringing Asian educators together, the need emerged for greater attention to research. In the course of triangular discussions - between Paris, Bangkok and the Japanese National Commission for Unesco - the idea of a newer type of regional arrangement took

shape. This I termed a "graft", grafting regional functions and responsibilities onto an existing, strong national institution. Who originated the idea I cannot now recall - but suspect that Mr. Ryoji Ito and Dr. Masunori Hiratsuka, representing the National Commission and NIER, were the first to think of it. What is certain is that the growing need for educational research services in the regional activities fostered by Unesco was repeatedly underlined by Dr. Hiratsuka, just as Mr. Ito sought to involve Japan more actively in international cooperation.

These trends became visible at the Bangkok Regional Conference of Ministers of Education in late 1965. The resolutions adopted by the Conference stressed the importance of quality in education (earlier "plans" had been largely expressed in terms of quantitative expansion), and specifically called for active measures to promote educational research in Asia. On this authority further discussions occurred during 1966 between the Unesco partners (Bangkok, Japanese National Commission, Paris) and Dr. Hiratsuka as Director General of the NIER, so that by early 1967 an agreement was reached by which the NIER undertook, with Unesco assistance, to aid other Asian countries in the development of educational research, particularly in training, information, research design and data processing. To face this responsibility, NIER added to its organization the section for educational cooperation in Asia, and Unesco initially earmarked an annual contract with the institute.

The new venture rapidly took shape. As early as May 67, NIER convened the first expert meeting of research workers in Asia - to determine research needs and priorities in Member States, establish a cooperative network among research institutions in the region, and determine a future programme. I remember this occasion very well. It was organized in the Nikko highlands, at a new *ryokan* or Japanese-style inn, so new that we were the first guests. When we arrived in the afternoon, a charming young maid brought tea to my room, saying "Good afternoon, Sir, I am in charge of this room and my name is Mei". I replied "Thank you, Mei, you speak English very well." "Thank you, Sir", said she. "Where did you learn English?" I asked. "Thank you, Sir", was the answer. The efficient management had even run a minicourse in English for the staff before our arrival, but time had not permitted more than a few polite phrases!

Specialists from most of the countries in Asia attended this meeting, and the majority met each other for the first time. The arrangements were such - formal sessions in convenient rooms by day, dinner together in the evening, everyone in *Kimonos*, often with music - that a friendly spirit soon broke down the barriers of strangeness. The group decided that curriculum problems - the content and organization of learning - were the most urgent to be dealt with, the most suitable for a cooperative programme between research workers. Within six months the first workshop on this topic was held in Tokyo. For some years thereafter the regional programme stimulated national study of the goals, aims and objectives of education, with periodic meetings to compare results and ideas and produce valuable reports on many aspects of primary and secondary schooling. These have served as models and sources of ideas not only in the Asian region but also in other parts of the world.

Since then, the Unesco-NIER programme has kept pace with changing con-

ditions and demands, moving to policy issues such as innovation and moral education. Mr. Hiroshi Kida, Director General of NIER, wrote in the 30th anniversary volume on NIER (1979). "The greatest change we can find in education in comparison with conditions 30 years ago ..... is in our international surroundings. Education and cultural affairs which were formerly considered to be domestic matters now have important roles to play internationally." It is in this process of using international cooperation to stimulate and illuminate national development, that the cooperative programme in Asia has made such a significant contribution to educational progress.

Asian-Pacific Regional Co-operation in Educational Innovation: 1974-85

An Interpretative Account of the Work and Contribution of National Institute for Educational Research (NIER), JAPAN

By

DR. A. LATIF
Former Chief of ACEID, Unesco

Asian Programme of Educational Innovation for Development (APEID) which was launched in 1974 and became operational from 1975 provided a new impetus to NIER to expand its cooperation with UNESCO in Asia and the Pacific and adopt a new thrust and manner of operations according to the cooperatively-determined new spirit and modes of operation for APEID. NIER has since been operating in APEID's context, and has made, and is making, a notable impact on the exchanges of information and expertise, and to joint operational activities, for stimulation of capacity for educational innovation in the participating countries, in a range of areas and aspects of education, and through a variety of activities.

NIER's work was aimed at four types of contributions. Firstly, in the initial year, it provided valuable cooperation in orientation of leading researchers and innovators from the participating countries to the philosophy, principles of action and work plan of APEID for the years 1975-77 on the one hand, and the establishment of information-base on experiences of innovation in the member states relevant to major thrusts of APEID's first cycle. Secondly, in cooperation with centres of other participating countries, it played a leading role in stimulation of certain areas and aspects of education in a comprehensive manner (e.g. educational research); Thirdly, it provided some critical inputs within the context of comprehensive sets of activities undertaken in other member states (e.g. development of appropriate instructional aids in science education); and, Finally, it set up an effective mechanism for supporting interflow of information between Japan and other countries on educational innovation, and sponsored joint studies for;

(i) increasing flows of information, and;

(ii) improving the system and educational information processing methods and techniques.

These contributions are elaborated in this paper.

Orientation of National Innovators and Establishment of Information-base on Regional Experiences in Educational Innovation

After a gestation period of about 3 years, during which NIER remained active in building up regional capacities in educational research in cooperation with UNESCO, APEID's plan of operation was approved by a Regional Advisory Committee in February-March, 1974. This was expected to become operational from 1975. Successful launching of this programme rested on successfully coping with three challenges:

1. Orientation of at least one top innovator from every country which had indicated interest in joining APEID so that they understood the spirit and modalities of APEID and developed strong identification with and commitment to the Programme.

2. Development of an information-base on national experiences of educational innovation, big enough to lend credibility to the programme and enable the countries to plan and conduct intercountry exchanges of experiences.

3. Seek cooperation of the national innovators to prepare detailed operational plans for the activities proposed for 1975 and determine the centres of educational innovation which were most competent and willing to organize the all in participating in selected activities of importance to their countries.

It is remarkable that through mutual consultation and sharing of responsibilities, all the three challenges were met to the satisfaction of the APEID into reality's, the author of this paper has always regarded as of momentous significance.

Briefly stated, NIER undertook to sponsor a regional field operational seminar on educational innovation in Tokyo and to arrange visits to the selected innovative institutions and programmes. UNESCO decided to arrange visits of the participants to five countries en-route to Tokyo. The participants were to exchange information on innovation experience in the host countries and prepare short case studies on selected projects of those countries. For the propose of these visits participants were divided into two groups, so that each group made an in-depth study of innovations in two countries. The groups then were to move to Thailand, where, besides studying Thailand's innovative experiences, they were to engage themselves in the study of APEID plan for its first cycle and prepare detailed operational plans. Through the successful completion of the three-phase activity, APEID had acquired the ability to become operational from 1975.

Development of Educational Research

NIER gave high priority to the analysis of current situation, sharing of experiences and formulative of guidelines on different aspects of the development of research capability and for enhancing the relevance of educational research to educational reforms through a series of regional workshops and seminars. Attention was devoted to a variety of themes, including: Educational Research in relation to Educational Reforms; Develop-

ment of Educational Research relating to Implementation of Reforms in Education Content and Methods; and Contribution of Interdisciplinary Research to the Development of Education. Another regional activity was devoted to the Training of Young Researchers - the aspects covered embraced exchange of experiences on types and content of training in the participating countries, consideration of infrastructures, programmes and methodologies in the countries and the development of guidelines on the training of young educational researchers.

In APEID's spirit, the seminars and workshops were planned by the participants nominated by the national authorities.

NIER invited some noted specialists to present technical papers on the critical aspects of the theme of each activity. These specialists were identified from among the leading research and development centres of other countries associated with APEID, and from among the Japanese researchers. Their involvement in the activities greatly raised the level of discourse at these seminars and workshops.

The publication of the reports of the regional workshops and the papers contributed by the specialists has resulted in the generation of most valuable literature on all the aforesaid themes.

Contribution to Moral Education

Seminars and workshops were organized for exchanges of experiences on the state of moral education at the school stage in the region; followed by a joint study by the countries. The joint study involved the cooperation among the nominees of the countries in designing of a research study plan, conduct of the study within the countries, and the compilation of the outcomes of the national studies at a regional workshop. The results were published in the form of reports and an issue of the research bulletin of NIER.

It is pertinent to mention that the question of moral education has been attended to with a sense of urgency in several countries of the region. The feeling has been growing, as expressed at the 5th Regional Consultation Meeting on APEID (1978) and in the Second session of the Regional Advisory Committee (1982), that Moral Education should receive special attention as a regional concern. The work of NIER on this theme has been particularly appreciated. The countries of the region now have useful background material and valuable guidelines for attempting educational reforms aimed at producing' morally and socially responsible citizens'.

Reorientation of Mathematics Education

Two activities, a design workshop on mathematics education and another devoted to the development of appropriate materials for mathematics teaching, were organized by NIER in cooperation with UNESCO. The former activity covered a range of educational aspects (curriculum content, methodology, resources for learning and teaching, teacher education) and paid attention to the problem of slow learners and gifted students.

In the organization of these activities, use was made of the specialists working in the region as well as from outside the region. Also deliberation of recent conferences held outside the region were accorded due Importance.

It will be necessary to follow up on these activities. However, a sound basis for future work has emerged. Some important reform and improvements in mathematics education can, and should, be attempted without waiting for further work in the area.

The imperative nature of these exercises can be judged from the fact that in the modernization of science and mathematics attempted by many countries in Asia and the Pacific in 1960's, the changes in the curriculum of mathematics had presented maximum problems and raised a number of issues. Yet mathematics curriculum did not receive as much attention as science education at the regional level in Asia and Pacific during 1970's.

Joint Study on Selected Aspects of Elementary School Curriculum

A joint study was completed. It involved review of the state of the curriculum in the region; identification of key concerns of the countries, these being moral education, work-oriented education, integration of school subjects and curriculum load; development of a research design; conduct of research by the countries, and finally synthesizing and computing of the results, at a regional workshop.

The outcomes will be widely used by the countries in their efforts at universalizing primary education and in attempting qualitative improvements at the primary stage of education.

The study has resulted in publication of a wealth of material on innovations in education in the region in the four crucial aspects.

Development of Appropriate Instructional Materials in Selected Fields of Education

The major exercise for the development of guidelines for developing and preparation of exemplar, materials, was undertaken in the field of science education. As many as three regional workshops were devoted to the subject, and still another workshop to the compilation of the materials.

Another activity led to the production of a manual for the preparation of teachers' resource-kits for teaching language, sciences and mathematics in grades I and II of the primary stage. In view of the importance attached to development of competencies in the aforesaid three subjects at the initial primary stage as a condition for raising the quality of subsequent studies and for reducing wastage and drop-out rate, the product is an important aid for the teachers, especially in the countries which are yet struggling with the problem of universalization of education.

Assistance in Coping with Two Critical Challenges in Teacher Education

i) Teacher Education Institutions

NIER convened a task force meeting for developing a design for the continuing education of teacher educators. In term of costs and number of participants; it was a minor activity. But it has had a major impact in teacher education institution and teacher educators in many countries of Asia.

The main thrust of the proposed design was to infuse the staff of the teacher education institutes with the attitudes and values conductive to self-education and self-development and to promote educational innovations in these institutions. Based on the design, which was renewed a few times in the light of experience and suggestions of review meetings, UNESCO implemented under APEID several regional and many national workshops.

ii) Vocational and Technical Education

NIER organized two activities devoted to the preparation of teachers in these subject areas. The contribution is complementary to the exercises in all aspects of curriculum development undertaken under APEID in other countries which had been completed earlier, but reforms were not possible except by appropriately prepared teaching staff.

Hosting Study Visits on Educational Innovations in Japan

As apart of every activity discussed earlier, study visits to selected institutions and programmes in Japan were arranged.

Study visits to Japanese innovative programmes and institutions are also a main component of several types of APEID's activities which have been financed by UNESCO under different projects of APEID and have been normally arranged and administered in cooperation with UNESCO by NIER. These have related to diverse fields of education. On a rough estimate NIER has hosted one such visit per month. NIER newsletter of March 1984 describes three such visits between 25 Oct. 1983 and 20 June 1984. Beneficiaries were: a team of Malaysian curriculum developers; two Chinese experts in vocational and technical education; and a multi-national group of experts participating in a regional field operational seminar on work as a part of general secondary education.

In all evaluations of APEID - and there have been several since 1977 - activities including study visits have been rated highly.

Participation in Activities Organized Outside Japan

Though not on the same scale as leading associated centres of developing countries, NIER has been an active participant in a range oaf activities organized in different countries, including consultation and evaluation meetings, regional activities devoted to different programme areas of APEID. To several such activities, NIER has also contributed excellent technical papers,

which *interalia* made accessible to the participants of other countries, a vast literature on educational innovations which had been published in the Japanese language only. For example; NIER prepared studies on: alternative futures and education, the interface between education and communication in future, new models of secondary education.

Almost twice every year, consultations have been held (once at the headquarters of UNESCO and regional office and later on at the NIER, between the staff of Asian Center of Educational Innovation for Development (ACEID) and the NIER's Section for Educational Co-operation in Asia. These have been devoted primarily to the review of past activities of NIER within APEID's context, planning of future activities and the ways and means to further increasing the effectiveness of NIER's work and its information services in the context of APEID.

Senior staff of NIER has also visited several countries, under the senior visitorship programme of APEID, to study the educational scene in these countries, observe the impact of NIER's contribution and to meet with groups of local educational innovators, who have participated in activities sponsored or hosted by NIER.

These strategies, among others, have, it is believed, contributed richly to the quality and relevance of NIER's role in APEID's context.

Information Development and Dissemination

NIER has greatly expanded and remarkably improved its information development services in the context of APEID. A range of publications has been instituted, including, among others, NIER's quarterly NEWSLETTER; reports and technical papers containing contributions and results of deliberations of participants and invited scholars to regional activities; research bulletins containing reports of regional activities or summaries of documents based on research but published in Japanese; occasional papers covering developments in Japanese education on topics of interest to other countries. In non-published form and for dissemination through the regional office of UNESCO, NIER has been contributing materials on innovations, trends, and proposed reform in the educational system. These have been prepared on its own initiative by NIER or in response to requests for particular material by UNESCO or the member states.

NIER has also been screening APEID publications and inventories of educational innovation in other countries. Selections from these are made accessible to interested Japanese scholars and institutions. sometimes, selected innovations in groups of other countries (say in south East Asia) are published for wider audience within Japan.

The question of dissemination and the use of results of educational research on the one hand and rapidly growing information on educational innovation on the other, has been emphasized in all evaluations of APEID's work and impact. A consensus has emerged that the documents are not published in sufficient numbers for the benefit of potential users and that the facilities of translating materials from English into national language and vice versa have not been adequately supported.

For the study of the problem of information dissemination and use of educational research and innovations, and the development of practicable proposal for coping with the problem, NIER has sponsored regional seminars/ workshops. The first activity was devoted to dissemination and utilization of research: the current situation in this regard in the region was reviewed, problems and issues were identified and examined, and guidelines were designed for further development of information-exchange services on educational research and innovation.

The second activity was devoted to problems and issues in information development and dissemination, with emphasis on the evaluation of existing systems and services and techniques and methods employed in information processing, examination of crucial problems and issues with respect to these several dimension of the theme, and consideration of the possible use of computers for processing of educational information.

The reports incorporating outcomes of these activities have been published and constitute a precious source of ideas and insights for making a dent on the problem of the under-development of information flows in educational research and innovation.

Prospects

NIER's phenomenal success in the recent years in its co-operation under APEID is due largely to the growing interest in, and support to, APEID by Government of Japan, and enthusiastic commitment of the successive directors-general of NIER. Particularly vital has been the strong, competent and dedicated unit of NIER on Asian cooperation. A close cooperation with UNESCO regional office also helped greatly. Certainly, these strengths of NIER will grow with the passage of time.

The demand on NIER, within APEID's context, is likely to grow at an accelerated pace. The larger number of countries joining, and growing number of centres associated with, APEID will be one factor. The other will be the growing appreciation of the link between education and industrial development and of the need for anticipatory planning at the dawn of the information era. In addition, the increasing interest being taken by USA in the Japanese education, particularly at the school level, as a factor of industrial competitiveness of Japan, will spark fresh enthusiasm in Asia and the Pacific in the promotion of exchanges of experience and expertise as well as in the involvement of increasing number of Japanese innovative institution and programmes in cooperative activities, undertaken within the context of APEID. Although response to these increased demands will be shared by other associated centres of APEID in Japan, in the respective areas of their competence, but for most educational areas, the main burden will fall on NIER. What innovative strategies, NIER adopts for creatively responding to the challenge will be a matter of special interest to partners in APEID as much as to Government of Japan.

NIER'S Educational Co-operation Programme in Asia and the Pacific

Dr. Hiroshi Kida
Former Director General of NIER

Prof. M. Hiratsuka, my predecessor as the Director General of the National Institute for Educational Research (NIER) of Japan, devoted enthusiastically to the development of regional programmes for educational co-operation in Asia and the Pacific which have been highly appreciated by educators in the Asian region. I caught a glimpse of his endeavour from time to time when I was in the Ministry of Education, Science and Culture, but it was only when I succeeded him that I came to fully realize the weight of the tasks involved.

My active participation began with a letter from Mr. Raja Roy Singh, the then Director of the Unesco Regional Office for Education in Asia and the Pacific. He congratulated me on my appointment as the Director General of NIER, and pointed out in his letter how crucial a place NIER's regional programme for educational co-operation in Asia, which was initiated by Prof. Hiratsuka, occupies in the total sphere of Unesco's regional programme for educational development. He stressed the strong demands of Asian countries towards further development of NIER's regional programme, and he kindly invited me to make a study visit to several Asian countries for the purpose of observing educational situations in some of the countries.

Due to my previous commitments, I was not able to accept this kind invitation immediately, but a year later. I was asked to set aside at least four weeks for grasping the overall situation of the region, but due to circumstances this time was condensed into a three week programme. From 11 February to 1 March 1979, I visited four countries, namely, India, Indonesia, Malaysia, and Thailand. Following the itinerary which had been carefully prepared by the Unesco Regional Office, I visited New Delhi, Bangkok, Kuala Lumpur, Penang, Jakarta and Yogjakarta, and I was able to feel the different national characteristics of the countries. More than ten years had passed since I had originally been to these countries.

My travel coincided with two big events in east and west Asia. In Iran, the Islamic revolution of Ayatollah Khomeini succeeded and Shah Pahlavi was expatriated. In east Asia, China and Viet Nam engaged in a battle at their border. These events reminded me of the existence of extremely complex political situations in Asia. At the same time, the Diet of Japan was going "round in circles" arguing about a bill on the name of the year in an era. The Diet gave final approval for that bill, but almost all other bills proposed at that session were dropped in exchange.

When I read through back issues of newspapers on my return home, I found that the front pages were occupied with reports on the confusion in the Diet and the Lockheed scandal. News of the events in Iran and Viet Nam

were put aside in a small corner. In the local papers I read in the cities I visited, more space was given to the news on the emergent border meeting by top leaders of Malaysia and Thailand regarding the China-Viet Nam border disputes, and the news of the tense situation in the Persian Gulf. I felt strong misgivings about the fundamental defects of Japanese leaders in the Diet as well as the mass communication world and their international perspective.

In that sense, I can never forget my visits to Asian countries at that time. I have been firmly convinced through the experiences I gained during the trip that educational co-operation in Asia should have a pivotal role to play for the future of Japan. At least we have had to make our regional educational co-operation programme closer to the future destiny of our society.

At that time, NIER's regional programme was being conducted mainly in the context of co-operation with Unesco-APEID. Countries which were not participating in APEID did not participate in NIER's programme as well. Consequently, there were participants from, say, Australia or India, but no participants from New Zealand and Pacific countries. I thought it should be vital for Japan to have participants from these countries as they will certainly play crucial roles in the Asian and Pacific region, and I asked Mr. R. Miller, the then New Zealand Ambassador to Japan, who is a close friend of mine, to encourage his government to participate in APEID. Fortunately, New Zealand's participation in APEID was realized fairly quickly and NIER enjoyed having distinguished participants from New Zealand in its regional programme. Later, Fiji, Papua New Guinea and Western Samoa also have began to send their educationists to the NIER's regional programme.

NIER organizes its regional workshops and seminars three or four times a year. You might think that the frequency is rather high for a national institution. A huge amount of work is needed for preparation, follow-up and the publication of final reports. The most difficult task is, however, the selection of workshop themes. What theme or topic will be the most suitable and attractive for a joint study of all participating countries? It requires a large amount of preparatory work on the part of NIER, if we select different themes or topics for each workshop or seminar. On the other hand, if we choose the same topic for a series of workshops or seminars, it may become less stimulating to participants as well as staff members. Needless to say, we always have consultations with the Unesco Regional Office in Bangkok in selecting themes or topics of NIER's regional workshops and/or seminars to be organized within the framework of APEID.

My predecessor, Prof. Hiratsuka paid special attention to moral education and established a section within NIER for the study of moral education. He also strongly appealed to the international community for the necessity of including moral education. Under his guidance, NIER conducted a series of workshops for the study of moral education in Asia. The report entitled "Moral Education in Asia", which presents the state of art for moral education in Asian countries based on the data collected through NIER's workshops on the subject, was highly appreciated by late Prof. J. A. Lauwerys of the University of London. He even suggested that we distribute the reports through the international book market. I presume that Prof. Hiratsuka's enthusiasm for the promotion of moral education moved Mr. M'Bow, Director-

General of Unesco, to such an extent, that he stressed the importance of moral education in his speech at a regional conference of education ministers in Latin America.

While I enjoy international appreciation of NIER's regional programme for educational co-operation, I can also recognize several issues or problems emerging from the implementation of the regional programme. I have to confess that even the staff members of NIER in general tend not to pay close enough attention to regional co-operation in education. I feel that it is not easy to ask local experts in education to participate in NIER's regional programme, because NIER is provided by the government with travel expenses to invite participants from countries outside Japan only. No financial provision has been made for inviting local experts to the regional workshop held at NIER. Once we managed to invite local experts, but I found it difficult to ask Japanese experts to stay throughout the workshop period and to become familiar with fellow participants from outside Japan. Consequently, in spite of dedicated efforts of staff members of the Section for Educational Co-operation in Asia and others concerned at NIER, you may observe a peculiar scene. While an effort to make educational experts from Asian countries familiar with each other is being made by the host organization using its own facilities in Japan, only a few participants from Japan are attending.

My biggest worry at the time was whether, in spite of the efforts made by staff members concerned, Asian participants felt dissatisfied with the lack of participation by Japanese experts. I was afraid they might even feel that they were not welcomed by Japanese education circles. I really felt relieved when Asian participants, after three to four weeks' stay in Tokyo for the workshop, expressed their unwillingness to leave and also their appreciation for the hospitality extended to them.

This situation typically reflects the difficulty and problem of Asian co-operation of Japan. It relates to the problem of language. When we use English as a working language, Japanese experts feel it is not possible for them to participate. Many of the Japanese experts, who have expertise in the workshop subject, are not able to express themselves well in English. Thus, the international practice that the participant from a host country will preside over discussions can not be followed at NIER's regional workshops and seminars.

Secondly and more seriously, Japanese experts have in general less knowledge of and concern for Asian issues. Generally speaking, this society tends to look to Europe and North America for getting new knowledge and learning from their experiences. This in turn creates an overall situation that Japanese experts lack basic knowledge of Asian issues and they are unable to deliberate on matters of common concern with Asian fellows. If I presume further, it may reach an assumption that Japanese experts may have a feeling that they have nothing to learn from other Asian countries, but only from Western societies. This is my third worry.

When I listened carefully to the explanation of educational problems and issues of other Asian countries, plus the measures that they have taken for solving them, I felt myself that essentially there are many problems and issues that we share among us. Naturally, we have to admit the existence of differences in developmental stages. I found that there are areas of educa-

tion in Asian countries far more advanced than ours. One example is dissemination and utilization of research outcomes in education. In some Asian countries, certain contents of some subject areas are taught at a much faster pace than ours. There are countries in Asia that Japan could learn from sharing others' experiences. For example, in such areas as informatics or utilization of distance education.

I believe, therefore, that there are things that the Japanese experts could learn from their counterparts in other Asian countries. Nevertheless, there are still those who take an indifferent attitude towards other Asian countries. I very much regret the indifference of Japanese educationists who display their ignorance and resign their position as members of the Asian Society.

In order to solve these fundamental problems, we need to train specialists who can work together with their Asian fellows. We should provide more opportunities for work experiences in Asian countries for younger Japanese researchers. In addition, we have to improve our methods for presenting our own experiences. There were some staff members at NIER who could do this when I was the Director General of NIER, but I think now that I should have provided more such opportunities to many more people on the staff.

Furthermore, I believe that Japan should promote studies on the development of curriculum and/or instructional strategies by individual teachers. I raise this point not because of the need for promoting regional co-operation programmes, but I rather believe that the improvement of teaching-learning activities at the classroom level is a very crucial undertaking as a basis for the learning and teaching processes. I once visited the SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM) in Penang, Malaysia and I observed its training courses in action. It was at that time that I realized the necessity for helping individual school teachers in Japan develop their capabilities in curriculum development. Certainly, local education centres in Japan are making huge efforts for that cause and I am quite certain the exchange of experiences for the improvement of instructional activities with Asian countries will be of mutual benefit.

Under such circumstances, we have organized the regional programme for educational co-operation in such areas as instructional materials in science education, moral education, vocational and technical education, educational information, research and reform in education, mathematics education, and the elementary curriculum.

Now I recall with thanks that many prominent scholars in education and educationists in Asia and the Pacific helped me in various ways. Just to name a few, apart from Mr. Raja Roy Singh, they include, Dr. S. K. Mitra, former Director of the National Council of Educational Research and Training (NCERT), India, Mr. Eric de Silva, the then Under Secretary of the Ministry of Education, Sri Lanka, Dr. Minda C. Sutaria, present Vice Minister of Education, Culture and Sports, Philippines, Dr. Saiyut Champatong, present Under Secretary of State for Education, Thailand, and Dr. John P. Keeves, former Director of the Australian Council for Educational Research (ACER). Though I cannot mention all the names of those who helped me while I was at NIER, I should not forget to mention the name of Mr. John E. Watson, former Director

of the New Zealand Council for Educational Research (NZCER) who has been and still is friendly and co-operative to me and to NIER. He once advised me frankly that Japan should be more frank and more positive in transferring her experiences in educational development to her Asian neighbours. He commented that NIER's regional programme has developed a sound foundation for further leadership in educational development in Asia and the Pacific. He stressed that the participants of NIER's regional programme are eager to learn from the Japanese experiences and it is the duty of NIER and the Japanese society at large to respond to such requests of Asian educationists.

In the past, Japan could not properly respond to such a request and Japan could not express herself adequately. It is the very problem that we have now to improve basically so that our regional or international co-operation can be promoted more substantially and effectively for the sake of both sides.

In addition to the organization of regional seminars and workshops, NIER publishes Newsletters and other publications in English and distributes them among former participants and others in the region, through which information regarding NIER's activities and educational development in Japan are communicated. These information services are appreciated by many Asian educationists. I wrote front-page essays for the NIER Newsletter with the help of Messrs. Koizumi and Kanaya. Sometimes I heard the comments and appraisal on my writing and I realized that whenever we write about education in Japan we should always be aware that many Asian educationists read them quite carefully and we should respond in writing to their sincere attitudes and concerns.

Although it is beyond the scope of the regional programme for educational co-operation, NIER participates in the projects of the International Association for the Evaluation of Educational Achievement (IEA), more concretely IEA's projects on mathematics and science studies. In this connection, I should mention that we organized a training seminar on educational evaluation in Tokyo and Jakarta for curriculum developers from three southeast Asian countries in close collaboration with IEA. This is one example that NIER develops its regional co-operation programme in many ways. We should develop more such multilateral co-operation programmes in the future.

Finally, I wish every success in NIER's undertakings for regional educational co-operation. I shall also continue to support NIER's efforts in this field. NIER is the only agency that continues to conduct a wide range of activities of international and regional co-operation in education in Japan. I am convinced that it is one of NIER's basic responsibilities to join hands with Asian people through educational research activities.

C H A P T E R II

20 Years of NIER's Educational Co-operation Programme in Asia

1. Outline of Regional Co-operation Activities

The National Institute for Educational Research (NIER) established a new Section for Educational Research Workshops in Asia within the External Service Department in July 1967. In October of the same year the Unesco-NIER Regional Programme for Educational Research in Asia also began. In April 1978 this section was renamed the Section for Educational Co-operation in Asia, and in addition to the organization of workshops and seminars, it started to provide educational information services. In this chapter, NIER's educational co-operation programme for the past 20 years focusing on the organization of workshops and seminars will be reviewed. The objectives and outcomes of each workshop are listed in the following section.

Apart from the educational co-operation programme undertaken by the Section for Educational Co-operation in Asia (such activities as information services to visitors from Asian countries, and co-operation of educational research programmes of Asian countries are included, but not dealt with in this report), various forms of educational co-operation activities with foreign countries have been carried out. Other departments and sections of NIER are concerned with matters of visiting Asian countries as resource persons , receiving guest researchers from Asian countries, and carrying out joint research and surveys. However, here only the major activities undertaken by the Section for Educational Co-operation in Asia will be reviewed.

Organization of Workshops and Seminars

The Unesco-NIER Regional Programme for Educational Research began by holding an *Educational Research Workshop on Problems Related to School Curriculum in Asia* from October 23 to November 18 in 1967, but the topics to be taken up at NIER's workshops were identified at *the Regional Meeting of Experts on Educational Research in Asia* organized by the Japanese National Commission for Unesco from 30 May to 5 June of the same year.

Transition in Topics of Workshops and Seminars

In 1967 the *Regional Meeting of Experts on Educational Research in Asia* made a number of concrete proposals for NIER's regional activities, such as: (1) to organize a educational research workshop on problems related to school curriculum; (2) to hold a educational research seminar and briefing session on specific curriculum areas; (3) to carry out a long-term study on aims and objectives of education; and (4) to implement follow-up activities on all of these in 1969 and 1970. The meeting also recommended that the Director General of NIER should make appropriate provisions to set up a small consultative steering committee for the coordinated programming and project implementation.

Pursuant to the recommendation, a *Meeting of the Consultative Committee on Unesco-NIER Regional Programme for Educational Research in Asia* was convened in 1968 and 1970 respectively, and a *Review and Planning Meeting on the Unesco/APEID-NIER Regional Programme* was held in 1982. In between these meetings, there were consultations on NIER's regional co-operation

programme, both officially and unofficially, at *Advisory Committees on Unesco's Educational Programme in Asia* organized by the Unesco Bangkok Office, and *Regional Consultation Meetings on APEID* after the inauguration of APEID.

The Meeting of the Consultative Committee held in 1968 recommended for the first time that audio-visual education, science education, and language teaching be included. In the case of the latter two items, it was felt that there was a need to focus on curriculum development. Furthermore, it was recommended that provisions be made for training key-level educational researchers, and initiating a servicing scheme for disseminating educational research information. In 1970, the Second Meeting of the Consultative Committee proposed new subject areas. These included higher education, moral and civic education, evaluation of educational performance, the society's attitude towards education, and entrance examination systems. The training of educational researchers was also stressed here, as well as how to improve strategies for the implementation of the projects. Conducting a preliminary small group study at a technical level as a pre-requisite to holding regional workshops was also discussed.

After the inauguration of APEID, NIER activities have been concentrating on such areas as curriculum development, science and technology education, and elementary education. This is in part due to the relationship with other Associate Centres in Japan. The topics of NIER's regional co-operation activities have been decided in consultation with the Unesco Bangkok Office after having consultation within the Institute and with the Ministry of Education, Science and Culture. In the *Review and Planning Meeting on the Unesco/APEID-NIER Regional Programme* held in 1982, measures for the improvement of planning and organization of activities were discussed. At that time it was also proposed that during the 1980's, in addition to the areas which had already been covered, the following be considered: (1) educational evaluation including pupil evaluation and curriculum evaluation; (2) special education of the gifted with emphasis on the development of creativity; (3) universalization of elementary education; (4) environmental education; (5) planning and management of educational innovations and reforms; (6) education in the context of fast urban development; (7) educational information and documentation; and (8) international education. Furthermore, new proposals were made on long-term and short-term internship/attachment programmes, study visit programmes and information and documentation services.

The Unesco-NIER Regional Programme for Educational Research in Asia for the past 20 years has been planned and implemented through the process of consultations described above, and the topics taken up are summarized in Table 1.

Table 1: Topics Taken up by the Unesco-NIER Regional Programme for Educational Development in Asia and the Pacific

Year	Topics covered
1967	Elementary curriculum
1968	Elementary curriculum; Elementary mathematics teaching
1969	Elementary curriculum[1]; Goals, aims and objectives of education; Elementary mathematics teaching
1970	Elementary curriculum; Goals, aims and objectives of education; Audio-visual education
1971	Elementary science teaching; Audio-visual instruction; Case studies on goals, aims and objectives of education
1972	Educational research and development[1]; Case studies on goals, aims and objectives of education[1]
1973	Goals, aims and objectives of education; Innovations in classroom teaching
1974	Innovations in classroom teaching; Case studies on innovations in Classroom teaching
1975	Educational technology; Teachers' problems and attitudes; Moral education; Work-oriented education
1976	Teacher education; Science education; Work-oriented education; Moral Education
1977	Educational technology; Pupil evaluation[1]; Science education
1978	Non-formal education; Moral education; Pupil evaluation (moral)
1979	Science teaching materials[1], Moral education[1], Educational research, In-service teacher education
1980	Moral education; Education research [1], Science teaching materials
1981	Vocational and technical teacher preparation; Educational research; Science teaching materials
1982	Vocational and technical teacher preparation; Teachers' resource kits; Educational research
1983	Education information; Mathematics education; Educational research
1984	Elementary curriculum; Educational research; Mathematics teaching materials
1985	Elementary curriculum[1]; Secondary education; Elementary science education
1986	Assessment of educational achievement; Secondary education; Computers in mathematics teaching; Non-formal education

Note 1: Workshops on the same topic were held twice during the same year.

During the years from 1967 to 1986, 66 workshops, preparatory meetings, and seminars were held, excluding the meetings on the consultation of the programme. Although the requests to consider to some extent such topics as subject areas, evaluation, or educational research, there are still several areas that have not been able to be covered. They include language teaching and higher education. As for the language teaching, the Japanese National Commission for Unesco in 1971 organized a *Regional Meeting of Experts on*

Teaching of English in Asia within the framework of the Unesco-NIER Regional Programme for Educational Research in Asia. This was done partly to fulfill the request that environmental education, special education of the gifted, and international education had not yet been covered.

Looking at the trend of topics taken up at the workshops over a 20 year period, the existence of a grand circle of topics is evident. Starting with the elementary curriculum, the topics then follow a cycle moving next to science and mathematics education and the aims of education, followed by educational innovations and technology responding to the emerging need of innovation, then on to moral education, and finally returning to the elementary curriculum and science and mathematics education. The topic of educational research is interwoven among these topics. In fact, the *Regional Meeting of Experts on Educational Research in Asia*, which was convened prior to NIER's project on elementary curriculum study, examined the current situation in educational research in Asia. The discussions of the two consultative committee meetings in the early stage of Unesco-NIER Regional Programme were based on the analysis of the status quo of educational research in the region. Adding these together, the topic of educational research has been the main theme for 12 out of 70 regional activities of NIER. At first, educational research was dealt with in broad terms, but later specific problem areas of educational research were picked up and they include educational reform and educational research, training of educational researchers, dissemination of the outcomes of educational research, and interdisciplinary approach to educational research, etc.

The most frequently discussed topic after educational research is science and mathematics education. Unesco has stressed the need for providing science education (covering science, mathematics, and technical education) for all, over the last 10 years. Since science and technical education form the basis for a nation's development and improvements in people's life, these topics have therefore been emphasized throughout the Asia and Pacific region. For the past 20 years mathematics and science education were topics of study for 5 and 8 times respectively in the activities undertaken within the framework of Unesco-NIER Regional Programme. At the beginning, the curriculum and teaching plans for mathematics and science were studies, but later the emphasis shifted to the development of teaching aids and materials.

Another point worth noting is that the educational aims and moral education are special topics eagerly tackled by NIER's regional programme. From 1969 to 1973 research into the aims of education was a project during which 6 study meetings were organized. At the beginning, it was a theoretical study on the statements of aims and objectives of education, the procedures for formulating them, and their relevance to the national development goals, etc. It then focussed on concrete analytical studies of cases in the Philippines with the co-operation of researchers in the Philippines. From 1975 to 1980 moral education was studied continuously and pioneered research on moral education in the region. The report published in 1981 has been particularly highly evaluated.

Participants of Regional Workshops and Other Meetings

The regional workshops were organized by NIER requesting participation

from countries in the region with NIER bearing the expenses. Seventy workshops, seminars, and meetings including the 1969 meeting of research experts were held with 1,306 people taking part. The total includes specialists who participated 2 or 3 times, particularly on long-term projects. In order to assure continuity of the studies, NIER welcomed and sometimes deliberately requested this. The number of participants includes resource persons, co-workers and observers, as well as those from Japan.

Needless to say, the number of Japanese participants was the largest, followed by the Philippines (106), Republic of Korea (80), Thailand (79), and India (72). Apart from these, the number of participants from Malaysia, Indonesia and Sri Lanka stand out. The reason that the Philippines had such a large number of participants is partly because the Philippines was the country designated for the case studies on the aims of education. Also the Philippines was asked to send experts to NIER from time to time for its small-scale planning meetings. For this same reason Thailand and India also figure largely in the number of participants they sent to NIER's regional meetings. The large number for the Republic of Korea may be partly due to the request that they sometimes send two participants to one workshop.

In principle, respective governments concerned were asked by NIER, through the channel of Unesco National Commissions, to nominate participants for the regional workshops. Countries invited are Unesco Member States in the region, which have diplomatic relations with Japan. After the inauguration of APEID and NIER joined its network of Associated Centres, as a rule, APEID participating countries have been asked to participate. Countries in the region that fulfill the above conditions, but which have never been invited, are Tonga and Turkey. Mainly for reasons of costs, NIER has not been able to invite them to participate in its regional programme even to this day.

There are some countries which have not sent participants, even when requested, for various domestic reasons. Sometimes, NIER considered the country would not have much interest in the topic in question, or when there were budget restrictions, NIER has not been able to request participation even though the country fell under the conditions mentioned above. For these reasons, an imbalance in the number of participants by countries has occurred over the 20 years as detailed separately.

Various changes have occurred in the past 20 years. The definition of the region and its framework in Unesco changed. New countries joined Unesco or APEID later, so it should be noted that some countries began to participate in NIER's regional workshops midway. Australia had sent consultants in 1969-70, and since 1978 participants have been regularly sent. Papua New Guinea and New Zealand sent their participants since 1979 and 1981 respectively, and Fiji and Western Samoa since 1984 and 1985 respectively.

Taiwan or Republic of China ceased to send participants after the audio-visual education workshop in 1971 when the People's Republic of China was admitted as a Unesco member country. The People's Republic of China has been participating regularly since the educational research workshop in 1981. Bangladesh began to participate in 1974 when it gained independence, and the Republic of Viet Nam stopped participating in 1975, while the Socialist Republic of Viet Nam began to send participants in 1979. The Republic of Maldives participated in the vocational teacher training workshop in 1982, but

the topics of NIER's regional programme were not necessarily relevant to their national development policies. As a results, they have only participated once so far.

There are some countries which ceased to send participants to NIER's regional activities for reasons of civil war, unstable state of affairs or involvement in an international dispute, or non-affiliation to or withdrawal from Unesco or APEID. Last participation of Cambodia and Laos was in 1975. Iran sent its last participant in 1978, and Afghanistan and Burma have not sent their participants since 1980. It should be mentioned that NIER becomes unable to request Afghanistan and Iran, in particular, to send their participants to regional activities due to its budget restrictions.

Details of participants by country and organization are given separately.

Co-operation in Educational Information

In 1978, the Section for Educational Research Workshops in Asia was reorganized as the Section for Educational Co-operation in Asia. At that time it launched new educational information services to co-operate with APEID. There has always been strong requests from the beginning of the regional programme for a documentation service on educational research information. Provision for educational information has been carried out from time to time upon request on an individual basis. Since 1978, a wider range of educational information services has been provided as part of the co-operation programme with APEID.

This educational information service consists of 4 activity areas: the first is to publish reports of workshops and other meetings and to disseminate them widely. Individual details are described in the following part, but it should be mentioned here that out of 70 workshops and meetings held over the last 20 years, 39 reports have been published and distributed to educational research centres, administrative bodies, and related people in the educational field in countries of Asia and the Pacific. Apart from these, 26 mimeographed reports have been issued as internal documents. Since the published reports are all in English, there have been requests to publish Japanese editions, but mainly due to reasons of cost, the requests have not been met so far.

The second activity is for Japan to provide educational information to countries in the Asia-Pacific region and other areas. Naturally this information service is to be done in English. The information on Japanese education has been regularly provided through the inventories or newsletters of APEID and through NIER's English newsletter which is described later. Translation of the Courses of Study of the Ministry of Education, Science and Culture in English is part of this information service activity. In addition, the publication of occasional papers which contain topic-wide information on Japanese education was initiated in 1981 and by 1986 21 issues had been published.

The third educational information service activity is to provide educational information from other countries in the Asia-Pacific region to Japan.

Co-operation with the Ministry of Education, Science and Culture in translating and publishing the final report of the Regional Conferences of Ministers of Education in Colombo and Bangkok was part of this activity. NIER's Research Report in Japanese introduces from time to time current issues of education in Asia and the Pacific.

The fourth and last service activity is the publication of an English newsletter. Mainly to introduce the Unesco-NIER Regional Programme in Asia and the Pacific, it also records NIER's research activities, and major issues in Japanese education. Currently it is published three times a year, and a total of 43 numbers have been published since its inception in 1969.

These are the outlines of activities carried out by the Section for Educational Co-operation in Asia. Apart from these, the Section provides educational information to the Unesco International Bureau of Education (IBE), ERIC Clearing House, etc., and it also answers individual requests for information and materials from educational researchers and research organizations in various parts of the world.

2. Activities organized between 1967 and 1986

1. Regional Meeting of Experts on Educational Research in Asia

Dates: 30 May - 5 June 1967

Theme: Educational Research

Objectives: 1) To review the situation of the educational research activities in the Asian Member States;

2) To determine research needs and priorities in the Asian Member States;

3) To establish a cooperative network among educational research institutes in the Asian Member States, and to promote joint research projects among them; and

4) To determine future programme lines in relation to the role of the National Institute for Educational Research in Japan.

Participants: 33 participants (7 observers) from 17 countries, Unesco-Paris, Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Regional Meeting of Experts on Educational Research in Asia*, July 1967, modified A-4 size, 90 pages.

This report, in its introductory Chapter 1, summarizes the background of the Regional Meeting of Experts on Educational Research in Asia, objectives thereof, content, etc.

Chapter 2, describes the outline of the discussion and identifies

the following problems in respect to the promotion of educational research activities: 1) importance of research; 2) cooperation and support in research; 3) national research activities; 4) relationship between researchers and policy makers and in relation to areas of research activities; 5) curriculum development and its evaluation; 6) science and mathematics; 7) language teaching; and 8) out-of-school education.

Chapter 3 stresses the importance of national educational research in relation to the decision-making and implementation of educational policies, and confirms the interdisciplinary relationships. The same chapter also suggests the establishment of educational research institutes. As far as international levels are concerned, the issues requiring educational research in Asia are listed together with the present operation plans, and active participation by various countries is encouraged. There are more suggestions including collection and dissemination of educational information and training programmes for researchers.

The report concludes with national reports on the state of educational research and outlines the area-wise problems.

This report was published by the Japanese National Commission for Unesco.

2. Educational Research Workshop on Problems Related to School Curriculum in Asia

Dates: 23 October - 18 November 1967

Theme: Elementary School Curriculum

Objectives: 1) To examine the principles of curriculum construction and also the aims, objectives, contents, methodology and evaluation of elementary education;

2) To consider problems related to specific curriculum areas, curriculum evaluation and pupil evaluation; and

3) To review current research projects related to curriculum development in Asian countries.

Participants: 33 participants (19 co-workers) from 13 countries

Publication: *Curriculum Research in Asian Countries - Workshop Report*, 1968, A-4 size, 129 pages.

This report begins with an introductory Chapter 1, and Chapter 2 presents a summary of discussions regarding various problems of school curricula in Asian countries.

The discussions cover 8 areas: 1) curriculum structures; 2) aims and objectives; 3) subject areas - language, science, mathematics

sociology, and others; 4) curriculum evaluation; 5) pupil evaluation; 6) research activities on curriculum development in various Asian countries; 7) proposal for a joint research project; and 8) joint research project plan. "Comparative Study of the Elementary Curriculum in Asian Countries" is proposed here together with its working plan as a joint research project in Asia.

Chapter 3 recommends a follow-up workshop to further discuss the plan of the joint research project and the development of a questionnaire. The reports by participants are attached at the end of this publication.

The report was published after the review at the Coordinating Committee Meeting in March 1968.

3. **Meeting of the Co-ordinating Committee for the Regional Joint Project in Asia**

Dates: 5 - 13 March 1968

Theme: Elementary School Curriculum

Objectives: 1) To finalize the design of the comparative study; and

2) To prepare research instruments for the study.

Participants: 8 participants from 6 countries

Publication: The Meeting reviewed the report produced at the workshop on problems related to school curriculum which took place during the period of October to November in 1967. The results were compiled into the report entitled *"Curriculum Research in Asian Countries - Workshop Report"*.

4. **Meeting of the Consultative Committee on Unesco-NIER Regional Programme for Educational Research in Asia**

Dates: 17 - 23 June 1968

Theme: Programme Development for NIER's Regional Activities

Objectives: 1) To assist the Director General of NIER to coordinate the regional programmes organized by the NIER with other regional programmes and with research programmes in individual Asian countries;

2) To make periodic review on the regional programmes and projects as well as of new developments in educational research in Unesco Member States in Asia; and

3) To make suggestions for new projects and programmes to be organized by NIER for the development of educational research activities in Asia.

Participants: 23 participants (6 observers) from 16 countries and Unesco-Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Meeting of the Consultative Committee on Unesco-NIER Regional Programme for Educational Research in Asia*, June 1968, A-4 size, mimeographed, 17 pages.

This report begins with an introductory Chapter 1. Chapter 2 explains the objectives and background of the Consultative Committee, and Chapter 3 summarizes the state-of-the-art of the educational research activities in Asian countries. Based on the reports given by the Unesco Regional Office for Education in Asia and by Asian educational research institutes, major problems are discussed, followed by progress report of Unesco-NIER Regional Programme for Educational Research, especially of such projects as Comparative Studies of Elementary Curriculum in Asian Countries and Workshop on Mathematics Education.

Chapter 4 discusses the future development of educational research in Asia including needs of cooperation among countries in implementing educational research, guidelines for selecting research projects and organizations thereof.

The same chapter also confirms the implementation Unesco-NIER Regional Programme for two years from 1969 and recommends the expansion of research areas and the exchange of information.

In the final Chapter 5, the closing plenary session is described.

5. Educational Research Workshop on Mathematics Teaching at First Level Education in Asia

Dates: 14 October - 16 November 1968

Theme: Elementary Mathematics Education

Objectives: 1) To make a comparative study of objectives of mathematics teaching at the first level education in Asian countries and come out with a statement of general objectives of the mathematics teaching; and

2) To develop some teaching units after examining some sample teaching units prepared by the participants.

Participants: 22 participants (5 co-workers) from 15 countries

Publication: *First Educational Research Workshop on Mathematics Teaching at First Level Education in Asia - Final Report*, 1969, A-4 size, 90 pages.

The report starts with background information of the workshop, its objectives, etc. in Chapter 1, and Chapter 2 introduces the outline of various issues in mathematics education at the elementary level in Japan. The issues are: 1) development of modern Japanese education; 2) problems of mathematics education at elementary level; 3) achievement tests in Japan; 4) random sampling; and 5) IEA international survey on mathematics achievements.

Chapter 3 summarizes the present situation of elementary mathematics education in the participating countries resulting from the survey conducted through questionnaires.

Chapter 4, under the title, Development of Teaching Plans of Mathematics Education, 6 topics are reviewed and the problems and improvement measures are discussed.

Chapter 5 discusses the following issues in relation to the research activities of the participating countries: 1) formulation of objectives for elementary mathematics education; 2) common problems of all countries; and 3) research project plans.

As far as the objectives for mathematics education are concerned, the following 4 points are discussed: 1) social value of mathematics education; 2) developing desirable disposition through training of mathematical thinking; 3) active application of mathematics to other subject areas; and 4) curriculum structure.

Chapter 6 suggests, as a recommendation, measures to be taken for improvement of administration for mathematics education, curriculum development, teacher education and others.

The national reports are attached at the end.

6. Second Educational Research Workshop on Problems Related to School Curriculum in Asia

Dates: 3 February - 1 March 1969

Theme: Elementary School Curriculum

Objectives: 1) To discuss draft national reports prepared by participating countries on the basis of the Questionnaires for the Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries; and

2) To discuss plans and procedures of making comparative study at the regional level and to develop a couple of samples of such comparative study based on national data.

Participants: 23 participants (8 co-workers) from 14 countries

Publication: This workshop examined the first national reports from participating countries prepared on the basis of the questionnaires, and discussed measures for the comparative study. Then, analyses by groups were made for 9 areas. The third workshop which was organized later in the same year continued working on the analysis of the results.

7. **Meeting of Experts on Educational Goals, Aims and Objectives in Asia**

Dates: 5 - 11 March 1969

Theme: Educational Goals, Aims and Objectives

Objectives: 1) To identify and define significant research projects for the study of the goals, aims and objectives of education in Asia;

2) To determine priorities for these studies including a feasible timetable; and

3) To designate, if possible, institutions or individuals which would be prepared to conduct these studies, given adequate financial support.

Participants: 19 participants (4 observers) from 10 countries and Unesco-Bangkok, Quezon and New Delhi

Publication: *Final Report - Meeting of Experts on Educational Goals, Aims and Objectives in Asia*, March 1969, A-4 size, mimeographed, 40 pages.

The report starts with an introductory Chapter 1, and Chapter 2 discusses various problems involved in the research project on educational goals, aims and objectives in Asian countries, which are summarized in the following items: 1) definition of terms; 2) aims of research; 3) educational goals and objectives - their structural elements; 4) analysis of basic data; 5) measures to formulate educational goals and objectives; 6) approaches to solve problems in individual countries; and 7) classification of information - system analysis.

Chapter 3 shows research subjects suggested during the discussions on these problems. They are: 1) procedures to set up the goals and objectives of education; 2) classification methodology of goals and objectives; 3) comprehensive analysis of the educational system at national and provincial levels; and 4) analysis of problems faced in the formulation of goals and objectives of education. The chapter further indicates guidelines for the above research and suggests coordination among co-operation systems in each country.

This report is not published for wider distribution, but part of

the discussion outcomes are included in the final report of the Meeting of Experts on Educational Goals, Aims and Objectives in Asia which took place in March 1973.

8. **Third Educational Research Workshop on Problems Related to School Curriculum in Asia**

Dates: 27 August - 12 September 1969

Theme: Elementary School Curriculum

Objectives: 1) To scrutinize the finalized national reports prepared on the basis of the recommendations made by the Second Workshop; and

2) To carry out the comparative analysis of curriculum systems of the countries participating in the regional joint research project, A Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries.

Participants: 25 participants (4 co-workers) from 15 countries

Publication: Following the second workshop in February, in this workshop the final national reports and comparative analysis thereof were made and the draft report was produced. This draft report was published after being reviewed by the Editorial Committee in 1970. There is no publication available concerning this workshop.

9. **Second Educational Research Workshop on Mathematics Teaching of First Level Education in Asia**

Dates: 18 October - 7 November 1969

Theme: Elementary Mathematics Education

Objectives: 1) To develop a research design for a common project which will identify necessary measures to be taken in retraining mathematics teachers in Asian countries; and

2) To further improve common understanding on the mathematics teaching.

Participants: 21 participants (4 co-workers) from 16 countries

Publication: *Second Educational Research Workshop on Mathematics Teaching of First Level Education in Asia - Final Report*, 1970, A-4 size, 84 pages.

This report consists of 5 chapters. Chapter 1 is an introduction. Chapter 2 presents the answers to the questionnaires to find out

the status quo of the in-service training of elementary school teachers of mathematics, as requested by the first workshop, and makes an analysis of the results.

Chapter 3 describes experimental plans to examine influences of modernization on mathematics education and its learning effects. In preparing experimental plans, first hypotheses are presented, and discussions center around issues such as criteria, samples, teaching methods in experimental classes and units. It is suggested that the experiment should be carried out in individual countries.

Chapter 4 summarizes the outline of lectures on the following topics: 1) history of mathematics education in Japan; 2) post-war situation of in-service training of teachers for elementary mathematics in Japan; 3) positive study methods in education; and 4) basics of modern mathematics.

Chapter 5 recommends future projects such as a workshop to undertake the comparative study of the results of experiments.

National reports are attached at the end.

10. **Meeting of the Editorial Committee for the Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries**

Dates: 24 January - 13 February 1970

Theme: Elementary School Curriculum

Objective: To finalize and edit the Report of the Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries, for which the draft reports have been prepared through the last three workshops already conducted.

Participants: 12 participants from 4 countries

Publication: *Asian Study on Curriculum : Volumes* I , II , III - *Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries*, 1970, Vol. I , 240 pages; Vol. II , 333 pages; Vol. III , 372 pages; in B-5 sizes.

This is the final report of the "Comparative Study of Curriculum Development at the Stage of Elementary Education in Asian Countries" in which 15 countries participated since the first workshop in 1967. It consists of three parts: Volume I - comparative studies; Volumes II and III - national reports.

The introduction of Volume I explains the background of this joint study, outlines all workshops and committees from the beginning, and the research design.

9 chapters of Volume I cover the following subjects: 1) general information on participating countries; 2) related studies and literature; 3) mechanics of curriculum development; 4) objectives of elementary education; 5) organization of school programmes; 6) textbooks; 7) instructional aids and materials other than textbooks; 8) scheme of pupil evaluation; and 9) procedures of curriculum evaluation and revision. The results of the comparative studies made on the basis of national reports are described in this volume.

The questionnaires for the study are annexed at the end of the report.

Volumes II and III include reports of the 15 countries that participated in the study, each of which consists of 9 sections respectively along with the questionnaires.

Volume II includes national reports of Afghanistan, Ceylon, Republic of China, India, Indonesia, Iran, and Japan; 7 countries in total. Volume III covers 8 countries: Republic of Korea, Laos, Malaysia, Nepal, Pakistan, the Philippines, Thailand and Viet Nam.

11. **Second Meeting of the Consultative Committee on Unesco-NIER Regional Programme for Educational Research in Asia**

Dates: 16 - 22 May 1970

Theme: Programme Development for NIER's Regional Activities

Objectives: 1) To assist the Director General of NIER to coordinate the regional programmes organized by NIER with other regional programmes and with research programmes in individual Asian countries;

2) To make a periodic review of the regional programmes and projects as well as of new developments in educational research in Unesco Member States in Asia; and

3) To make suggestions for new projects and programmes to be organized by NIER for the development of educational research activities in Asia.

Participants: 26 participants (1 observer, 5 co-workers) from 13 countries, Unesco-Paris, Hamburg Institute, Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Second Meeting of the Consultative Committee on Unesco-NIER Regional Programme for Educational Research in Asia*, May 1970, A-4 size, mimeographed, 31 pages.

This report begins with an introductory Chapter 1 and Chapter 2 reviews the progress of educational research in Asia from 1968 to

1970, summarizes national reports and describes activities and future plans of regional educational institutions in Asia.

Chapter 3 reviews projects of Unesco-NIER Regional Programmes for Educational Research in Asia, gives a summary thereof and recommends continuing studies of 3 areas: curriculum development of elementary education; mathematics teaching, and educational goals and objectives.

Chapter 4 describes future plans and directions of Unesco-NIER projects and approves NIER's projects for regional programme.

Chapter 5 concludes by emphasizing that research outcomes should be used as important guidelines for decision-making of policies.

12. **Second Meeting of Experts on Educational Goals, Aims and Objectives in Asia**

Dates: 23 May - 6 June 1970

Theme: Educational Goals, Aims and Objectives

Objectives: 1) To identify research projects for the study of educational goals, aims and objectives in Asia;

2) To determine priorities and a timetable for such studies; and

3) To designate institutions or individuals to conduct the studies.

Participants: 33 participants (12 observers, 6 co-workers) from 18 countries, Unesco-Paris, Hamburg Institute, IBE, Bangkok, Quezon, Colombo and New Delhi

Publications: *Final Report - Second Meeting of Experts on Educational Goals, Aims and Objectives in Asia*, June 1970, A-4 size, mimeographed, 40 pages.

The report starts with an introductory Chapter 1, and gives the outline of discussions in Chapter 2. The discussions cover 6 subjects: 1) trends and issues of educational goals and objectives in Asia; 2) basic factors to specify educational goals and objectives; 3) problems of educational goals and objectives; 4) procedures to formulate educational goals and objectives; 5) classification of educational goals and objectives; and 6) comprehensive analysis of educational systems at national and provincial levels.

Chapter 3 recommends editing draft reports of the first and second meetings which were published and distributed among the member countries, and to carry out during the next two years the

status survey of those participating.

Part of this report is incorporated into the publication produced in March 1973 by the Experts' Meeting on Educational Aims, Goals and Objectives.

13. **Meeting of the Preparatory Committee for an Educational Research Workshop on Audio-Visual Instruction in Asia**

Dates: 10 - 18 December 1970

Theme: Audio-Visual Instruction

Objectives: 1) To set objectives and procedures of the Workshop;

2) To prepare a programme of the Workshop; and

3) To make necessary instruments to be used for the Workshop.

Participants: 7 participants from 5 countries

Publication: This Preparatory Committee did not produce any report. The outcomes of the meeting were utilized in the organization of the workshop of audio-visual instruction in Asia which took place from May to June in 1971.

14. **Educational Research Workshop on Science Teaching in Asia**

Dates: 13 February - 12 March 1971

Theme: Elementary Science Teaching

Objectives: 1) To study the different systems of education of member countries and the effort made by them towards the modernization of Science education at the elementary stage;

2) To make a joint study on the elementary approach to Science with special emphasis on the problems of how to invite children or pupils to scientific activities;

3) To study the suitability of the topic of "Dissolution" as a central theme for the teaching of Science at the elementary school stage; and

4) To study the requirements of Dissolution as a teaching unit, i.e., (a) designing and making simple apparatus; (b) integration of laboratories into the curriculum; and (c) practical application of the results of investigations to actual teaching.

Participants: 31 participants (12 co-workers) from 18 countries

Publication: *Educational Research Workshop on Science Teaching in Asia - Final Report*, May 1971, A-4 size, 82 pages.

This report begins with an introductory Chapter 1, and Chapter 2 clarifies the present situations of science teaching in the participating countries from 3 aspects: 1) curriculum development; 2) teaching materials; and 3) teacher training.

Chapter 3 summarizes discussions and experiments of "Dissolution", the main subject of this workshop. 20 examples of experiments on "Dissolution" are presented, and participants try to find out how to stimulate pupils' interests in science and the appropriate way to teach them. This chapter also reviews related experiments.

Chapter 4 makes recommendations on experimental studies, exchange of information, and the study on secondary science curriculum.

Chapter 5 summarizes the workshop outcomes. The national reports are attached at the end as reference materials.

15. Educational Research Workshop on Audio-Visual Instruction in Asia

Dates: 15 May - 9 June 1971

Theme: Audio-Visual Instruction in Elementary Education

Objectives: 1) To exchange information and experience on audio-visual instruction among Asian countries;

2) To obtain information about the more advanced theories and the latest technology; and

3) To work out strategies and recommendations for the development of audio-visual instruction in Asian countries.

Participants: 21 participants (1 observer, 2 co-workers) from 15 countries and UNDP

Publication: *Audio-Visual Instruction in Asia - Workshop Report*, December 1971, A-4 size, 167 pages.

This report begins with an introductory Chapter 1, and Chapter 2 describes the results of analytical studies carried out by groups of participants on 4 subjects: 1) training in audio-visual instruction; 2) production of audio-visual aids and materials; 3) utilization of audio-visual aids and materials; and 4) educational broadcasting.

Chapter 3, based on the analytical studies of the above 4 subjects, refers to a plan to develop audio-visual instruction in Asia and contains recommendations. It suggests two major

directions: 1) quantitative expansion and qualitative improvement; and 2) teacher training and utilization of audio-visual materials. The recommendations include setting up of a regional centre and implementation of joint research.

Chapter 4 gives a summary of workshop. National reports are appended at the end.

16. **Meeting of Technical Working Group for Case Studies on Educational Goals, Aims and Objectives in Asia**

Dates: 15 - 23 July 1971

Theme: Goals, Aims and Objectives

Objectives: 1) To work out the methodological design for the Case Study; and

2) To make other detailed procedures for carrying out the Study.

Participants: 11 participants from 5 countries and Unesco-Bangkok

Publication: *Studies on Educational Goals, Aims, and Objectives in Asia - Report of a Working Group*, 1971, modified B-5 size, 18 pages.

The report starts with an introduction and Chapter 1 describes the objectives of case studies for the joint study of educational goals, aims and objectives of Asian countries.

Chapter 2 describes the nature and scope of the case studies.

Chapter 3 explains the methodology. Two working groups - one consisting of experts of the country where the case study is carried out and another formed by other experts - carry the studies in co-operation.

Chapter 4 gives the detailed instruments for the study and Chapter 5 clarifies an operational plan for case studies, giving as an example the Philippines where the first case study is to be carried out.

This report was published by the Unesco Regional Office for Education in Asia in Bangkok.

17. **Meeting of Preparatory Committee for a Regional Meeting of Experts on Educational Research and Development in Asia**

Dates: 7 - 12 February 1972

Theme: Educational Research and Development

Objective: To prepare for a Regional Meeting of Experts on Educational Research and Development in Asia and make recommendations to NIER on the substantive as well as the organizational aspects of proposed meeting.

Participants: 12 participants from 4 countries, Unesco-Paris, Bangkok, Quezon, Colombo and New Delhi

Publication: *Final Report - Meeting of Preparatory Committee for a Regional Meeting of Experts on Educational Research and Development in Asia*, February 1972, A-4 size, mimeographed, 8 pages.

This report begins with a general remark and then discusses the orientation of a proposed Meeting of Experts on Educational Research and Development.

It further identifies programme areas to be discussed at the proposed meeting. It also refers to suggested areas for regional co-operation in research and development and recommends agenda, schedule of work and working papers of the meeting.

18. First Meeting of the Case Study on Educational Goals, Aims and Objectives in the Philippines

Dates: 14 - 19 February 1972

Theme: Educational Goals, Aims and Objectives

Objectives: 1) To develop a methodology and apply this to the Case Study of Goals, Aims and Objectives in the Philippines;

2) To determine consonance/dissonance between national goals and national educational goals, aims and objectives;

3) To ascertain whether goals, aims and objectives are being translated into curricular programmes; and

4) To find out whether the implementation dimensions of the Social Studies programme in Grade IV (primary level) of the public schools are supportive of the goals, aims and objectives of education.

Participants: 15 participants from 4 countries and Unesco-Bangkok

Publication: There was no report produced by this meeting, but a review meeting was held in September 1972 based on the outcomes of this meeting.

19. **Second Meeting of the Case Study on Educational Goals, Aims and Objectives in the Philippines**

Dates: 25 - 30 September 1972

Theme: Educational Goals, Aims and Objectives

Objective: To review the summary report of the Case Study on the Goals, Aims and Objectives of Education in the Philippines.

Participants: 7 participants from 3 countries and Unesco-Bangkok

Publication: *Summary Report - The Case Study on Educational Goals, Aims and Objectives in the Philippines*, October 1972, A-4 size, mimeographed, 48 pages.

This report examines the outcomes of the case study carried out in the Philippines.

The report, starting with an introduction, explains the background of this case study in Chapter 1.

Chapter 2 presents 4 hypotheses: 1) educational goals, aims and objectives are closely related with national goals; 2) there are no rigid educational goals, aims and objectives, and they change depending on demands of the times; 3) educational programmes are designed to contribute to achieve national goals; and 4) teaching contents of Social Studies for grade 4 of public elementary school are supportive of the educational goals, aims and objectives.

Chapter 3 shows research methodologies to be followed based on these hypothesis, and Chapter 4 summarizes the outcomes the study.

Chapter 5 gives concluding remarks of the case study at large and recommendations for future research.

This report is not available for wider distribution, but the outcomes are incorporated in the final report of the study published in 1974.

20. **Meeting of Experts on Educational Research and Development in Asia**

Dates: 2 - 14 October 1972

Theme: Educational Research and Development

Objectives: 1) To consider new directions and forms of educational research in Asia so that it becomes an emerging force in educational reform and development; and

2) To identify specific programmes for regional co-operative action and elaborate them in the form of project descriptions.

Participants: 28 participants (1 observer, 6 co-workers) from 15 countries, Unesco-Bangkok, Colombo and Field Science Office for South Asia

Publication: *Educational Research and Development in Asia - Report of a Regional Meeting*, 1973, modified A-4 size, 193 pages.

Starting with an introduction, this report describes in Chapter 1 the organization of the meeting, and Chapter 2 describes the outline of discussions regarding various problems each country faces in educational research and development. It also suggests 3 programme areas for a joint study: 1) access to education; 2) curriculum evaluation; and 3) administration and management.

Chapter 3 discusses 7 project proposals for 3 programme areas of the joint study. They are: 1) status study of programmes for improving access to education; 2) study methods and programmes for the identification and development of the potential for socio-economically disadvantaged groups; 3) methodologies for premise evaluation of curriculum development; 4) methodologies for process evaluation of curricula; 5) methodologies for product evaluation of curricula; 6) case studies in educational administration; 7) development of instruments for measuring attitudes of decision makers towards innovation in education.

Chapter 4 presents the resolutions of the meeting and one of its 3 resolutions strongly recommends the establishment of an Association for Research in Education in Asia.

This report is published by the Unesco Regional Office for Education in Asia as a co-publication with NIER.

21. Experts Workshop on the Study of Educational Goals, Aims and Objectives in Asia

Dates: 15 - 24 March 1973

Theme: Educational Goals, Aims and Objectives

Objective: To finalize the Report of the Case Study on Educational Goals, Aims and Objectives in the Philippines.

Participants: 8 participants from 2 countries and Unesco-Bangkok

Publication: *Educational Goals, Aims and Objectives - Report of a Study by a Working Group in Asia*, March 1974, A-4 size, 114 pages.

This is a final report of a long-term joint study on educational goals, aims and objectives in Asian countries, which had been proposed at the Regional Meeting of Experts on Educational Research in Asia, held in 1967.

The report consists of two parts: Part I , general statements on educational goals, aims and objectives, and Part II , case study on the same subject in the Philippines.

Beginning with an introduction, the report in its Part I describes educational goals, aims and objectives in Asian countries in five chapters: Chapter 1 on goals of education, Chapter 2 on definitions, Chapter 3 on sources of information and analysis of references, Chapter 4 on impingements on educational goals, aims and objectives, and Chapter 5 on a conclusion.

Part II reports the findings of the case study on educational goals, aims and objectives in the Philippines. These are the outcomes of collaborative works carried out by teams of local experts and of international experts. They met in Manila in January and February 1971 respectively. Background information given in Chapter 1 is followed by Chapter 2 on definitions and theoretical frameworks, Chapter 3 on methodology, Chapter 4 on findings, analysis and interpretation, and Chapter 5 on a conclusion and recommendation.

22. First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - A

Dates: 11 September - 25 October 1973

Theme: Innovations in Classroom Teaching

Objectives: 1) To exchange information and experience of research projects undertaken in order to improve classroom teaching at the first level of education;

2) To examine methods of educational research for innovations in classroom teaching at the first level of education; and

3) To work out research plan(s) to be implemented individually in the participating countries after the workshop.

Participants: 28 participants (8 co-workers) from 10 countries

Publication: *Final Report - First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - A*, October 1973, A-4 size, mimeographed, 85 pages.

Opening with an introductory Chapter 1, the report in its Chapter 2 describes the current situation of elementary education and

case studies on innovations in classroom teaching in Japan.

Chapter 3 gives the outline of educational institutions and elementary schools visited during the Workshop and observations gained there.

Chapter 4 concerns studies on innovations in classroom teaching at the first level of education in Asian countries.

Chapter 5 sets forth a draft plan for the methodology and questionnaire contents for a Joint Survey on Problems faced by Asian Teachers and Their Attitudes towards Innovations in Classroom Teaching at the First Level of Education to be conducted with a view to finding out how Asian teachers are disposed toward innovations in classroom teaching at the first level. This draft plan was discussed and finalized at the workshop held in January, and on that basis the joint survey was carried out during the same year.

Chapters 6 and 7 give recommendations on future researches and a review of this workshop.

10 Unesco member states in Asia, up to Malaysia to the west, were represented in this workshop, and another workshop on the same theme was held from January to February 1974 with the participation of 7 countries located to the west of Burma inclusive. This report is not available for wider distribution.

23. First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - B

Dates: 17 January - 28 February 1974

Theme: Innovations in Classroom Teaching

Objectives: 1) To exchange information and experience of research projects undertaken in order to improve classroom teaching at the first level of education;

2) To examine methods of educational research for innovations in classroom teaching at the first level of education; and

3) To examine the proposed common project "A Survey on Problems Faced by Asian Teachers and Their Attitude towards Innovations in Classroom Teaching".

Participants: 28 participants (12 co-workers) from 8 countries

Publication: *Final Report - First Research Workshop for Innovations in Classroom Teaching at the First Level of Education in Asia - B*, February 1974, A-4 size, mimeographed, 88 pages.

This is a report of the outcome of a workshop in which 7 Unesco member countries located to the west of Burma inclusive, were represented.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the current situation of elementary education and innovative trends in classroom teaching in Japan, based on research findings.

Chapter 3 outlines the findings of classroom observation and discussions with teachers at elementary schools and other related institutions visited during the workshop.

Chapter 4 summarizes national reports presented by 7 participating countries other than Japan.

Chapter 5 discusses the draft plan for the joint "Survey on Problems faced by Asian Teachers and Their Attitudes towards Innovations in Classroom Teaching at the First Level of Education" prepared by the preceding Workshop A, and finalizes the survey procedures and contents of the questionnaire.

Chapters 6 and 7 give recommendations and the review of this workshop. The report is not available for wider distribution.

24. Regional Field Operational Seminar on Educational Innovation - Phase III

Dates: 10 September - 14 October 1974

Theme: Educational Innovation

Objective: To examine the case studies prepared by the participants or Associated Centres in which they were involved, and to attempt their synthesis with a view to understanding the process and strategies of educational innovation.

Participants: 25 participants (3 co-workers) from 15 countries and Unesco-Bangkok

Publication: *Report of the Regional Field Operational Seminar on Educational Innovation - Phase* III, 1974, modified A-4 size, 88 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2 describes the findings of case studies on educational innovation undertaken in Asian countries, classified into four subject areas; 1) curriculum development; 2) teaching of science and mathematics; 3) adult education and functional literacy; and 4) development of new institutions.

Chapter 3 summarizes the findings of observation tours to schools and educational research institutions during the seminar.

A total of 20 institutions in four subject areas: 1) teacher training; 2) school education; 3) vocational education; and 4) educational technology; were visited, and intensive observation and discussion took place in each of these places.

Chapter 4 summarizes the outcomes of this seminar, urges systematic encouragement of educational innovation in each country, and suggests possible improvements on the organization of seminars.

The report covers Phase III of the Regional Field Operational Seminar on Educational Innovation, co-sponsored by NIER and ACEID, Unesco. During the Phase I of the seminar, which took place from 21 August through 1 September 1974, participants visited several countries to inspect projects of educational innovations and institutions concerned. Phase II was held from 2-7 September at the Unesco Regional Office for Education in Asia to discuss the current situations of educational innovation in different countries.

The report was published by the Unesco Regional Office for Education in Asia in two volumes, comprising *"Interflow: Report of Regional Field Operational Seminar on Educational Innovation"* and the document introduced in this section.

25. Asian Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting

Dates: 3 - 12 February 1975

Theme: Educational Broadcasting

Objectives: 1) To bring together those in a position of responsibility in educational broadcasting in Asian countries for the exchange of information and experience;

2) To enable the participants to understand common problems involved in the production and utilization of radio and television programmes for education and other recent developments in educational technology; and

3) To find measures, if possible, to solve such problems, thus contributing to the extension of educational opportunity and to the qualitative improvement of education in the Asian Unesco Member States participating in APEID.

Participants: 23 participants (1 observer, 4 co-workers) from 15 countries and Unesco-Bangkok

Publication: *Final Report of the Asian Promotional Seminar on Educational Technology with Particular Reference to Educational Broadcasting*, February 1975, modified A-4 size, 57 pages.

After an introductory Chapter 1, the report in its Chapter 2 discusses each country's information on and experience in educational broadcasting in the framework of educational technology in five aspects: 1) the present status of educational broadcast undertakings and their problems; 2) facilities and equipment; 3) appropriate forms and methods of utilization of educational broadcasting; 4) curriculum development; and 5) future plans for international co-operation in educational broadcast undertakings.

Chapter 3 describes the findings of observation tours to, including discussions at, audio-visual educational institutions and elementary schools during the seminar.

Chapter 4 gives recommendations on plans for future activities and for regional co-operation in educational broadcasting.

This report was jointly published by the Japanese National Commission for Unesco, NIER, and ACEID, Unesco.

26. **Regional Workshop on Problems Faced by Asian Teachers and Their Attitudes Towards Innovations in Classroom Teaching**

Dates: 28 February - 29 March 1975

Theme: Innovation in Classroom Teaching

Objectives: 1) To make a comparative study on the data gained through the survey conducted in the participating countries; and

2) To compile a report of the study on problems faced by Asian teachers and their attitudes towards innovations in classroom teaching.

Participants: 13 participants from 12 countries

Publications: *Survey on Problems faced by Asian Teachers and Their Attitudes toward Innovations in Classroom Teaching at the First Level of Education*, March 1975, A-4 size, mimeographed, 91 pages.

The report, beginning with an introductory Chapter 1, in its Chapter 2 first presents the findings of national surveys on the background of teachers' attitudes towards, and problems in, innovations in classroom teaching at the first level of education, and then describes the method and procedure of the survey and the form of the questionnaire.

Chapter 3 analyzes the results of national surveys, items of which are classified into 10 areas: 1) class size; 2) individualized instruction; 3) duties imposing burdens on teachers; 4) use of teaching materials and tools; 5) working hours; 6) course of study; 7) curriculum contents; 8) pupil evaluation; 9) management; and 10) interactions with parents and society. The teachers' at-

titudes towards innovations in classroom teaching are analyzed in its 6 forms: 1) individualized instruction; 2) new instructional methods; 3) utilization of teaching aids and equipment; 4) instruction under new curriculum; 5) audio-visual education; and 6) group instruction.

Chapter 4 gives recommendations on problems calling for further study, selected out of the survey findings.

27. **Regional Workshop on Curriculum Development for Moral Education at the First Level of Education in Asia**

Dates: 20 May - 19 June 1975

Theme: Moral Education

Objectives: 1) To exchange information of and experiences in moral education at the first level of education among Asian countries;

2) To examine major problems involved in curriculum development and instructional strategies for moral education at the same level; and

3) To find out some solutions for the problems.

Participants: 16 participants (1 observer) from 15 countries

Publication: *Moral Education in Asia at the First Level of Education - Workshop Report*, June 1975, A-4 size, mimeographed, 69 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the current state of moral education in each country at the first level of education with particular reference to the concept, objectives and contents of moral education, its relationship with religious education, evaluation of moral education, together with training of teachers and teaching methods thereof. Based on the current states so elucidated, the chapter further discusses the definition, objectives and evaluation of moral education, training of teachers thereof and approaches thereto in classroom teaching; then it cites as common problems in moral education: 1) aptitude and ability of teachers responsible for moral education; 2) shortage of teaching materials and tools; 3) lack of scientific understanding of the process of children's moral development; 4) inadequate co-operation by parents and the local community; 5) lack of an appropriate evaluating technique and difficulty of evaluation; 6) diversification of values; 7) imbalance between cognitive and emotional aspects, while discussing conceivable solutions to the individual problems.

Chapter 3 gives observations on moral education at elementary

and secondary schools visited by the participants.

Chapter 4 presents an overall summary of the workshop, accompanied by recommendations concerning future research on moral education.

Though this report was not available for wider distribution, there is a publication on the research on moral education, based on the outcomes of this workshop and of a workshop held in 1980.

28. **Regional Field Operational Seminar on Curriculum Development for Work-Oriented Education in Asia**

Dates: 19 September - 17 October 1975

Theme: Work-Oriented Education

Objectives: 1) To exchange information of and experiences in work-oriented education among Asian countries; and

2) To examine major problems involved in curriculum development and instructional strategies for work-oriented education.

Participants: 13 participants (1 observer) from 11 countries and Unesco-Bangkok

Publication: *Curriculum Development for Work-Oriented Education - Report of a Regional Field Operational Seminar*, 1975, A-4 size, 61 pages.

The report begins with an introductory Chapter 1, and its Chapter 2, regarding the current situations of and problems in work-oriented education in Asian countries, outlines responses to the questionnaire distributed in advance, classified by the items of inquiry and by country. Then the same chapter, based on national reports, reveals the results of discussions on the concept, objectives, principles and guidelines, constraints and suggestions.

Chapter 3, summarizes the findings of the observation tours to elementary and secondary schools during the seminar, and discusses issues of curriculum, co-operation between schools and local industries, evaluation and teacher training.

Chapter 4, stating the conclusion of this seminar, proposes the following: 1) curriculum development of work-oriented education for each grade; 2) development of a teacher training programme for work-oriented education; 3) study on adequate supply of teachers qualified for work-oriented education; 4) study on ways of co-operation between the local community and the school for work-oriented education, and 5) study on ways for collaboration between the in-school and out-of-school facets of work-oriented education.

The report was published by the Unesco Regional Office for Education in Asia, Bangkok.

29. ACEID-NIER Joint Meeting of Task Forces on Teacher Education in Asia

Dates: 13 - 25 March 1976

Theme: Teacher Education

Objectives: 1) To formulate guidelines for the establishment of advanced level workshops for teacher-educators in Unesco Member States in Asia; and

2) To prepare a handbook to be used in the advanced level workshops mentioned above.

Participants: 8 participants from 7 countries and Unesco-Bangkok

Publication: *Continuing Education for Teacher Educators: Advanced-Level Workshops - Report of a Task Force Meeting*, 1976, A-4 size, 89 pages.

The report consists of two parts: Part I is the proceedings of the task force meeting, and Part II is a draft handbook on proposed workshops.

In Part I , Chapter 1 reviews the situation of teacher training in each country and continuing education, and Chapter 2 discusses guidelines for the organization of advanced-level workshops with particular reference to their objectives and organizations.

Chapter 3, with which Part II begins, gives an overview of the handbook, and the next and subsequent chapters make up its specific contents.

Chapter 4 is an introduction to participants to the proposed in-service workshops, and Chapter 5 overviews the trends in education for development and refers to new ideas about and new requirements on education. Chapter 6 explains the necessity, objectives and scope of advanced-level workshops for teacher educators; Chapter 7 describes case studies on the contents of such advanced-level workshops, and Chapter 8 provides an annotated bibliography on the subject.

This report was published by the Unesco Regional Office for Education in Asia, Bangkok.

30. ACEID-NIER Joint Meeting of Task Forces on Science Education in Asia

Dates: 13 - 25 March 1976

Theme: Science Teaching Materials

Objectives: 1) To review the simple low-cost science equipment specifically in the form of educational toys and games available in the Member States for teaching/learning science at the basic level, and use of toys and games with a view to foster creativity;

2) To suggest works on designing of scientific toys and games for teaching of science and mathematics at the basic level, with a view to foster scientific creativity and also for making effective use of the available indigenous toys for this purpose; and

3) To formulate guidelines for relevant further works in the APEID Associated Centres on utilizing familiar items from the children's environment in designing science activities and improvisation of science equipment by teachers in schools for basic level science education.

Participants: 12 participants from 6 countries and Unesco-Bangkok

Publication: *Science in Basic Functional Education - Role of Toys, Games and Low-Cost and Improvised Equipment - Report of a Task Force Meeting*, 1976, A-4 size, mimeographed, 89 pages.

Beginning with an introduction, the report in its Chapter 1 outlines national reports on the current states of science teaching aids and materials at the first level of education, their ways of use and problems.

Chapter 2 describes observations at elementary schools as well as manufacturers of teaching materials and tools, visited during the meeting.

Chapter 3 considers, from the viewpoints of the creativity, characteristics of creative personalities, role of teachers, traditional toys, and evaluation method, how children can be guided in a creative way by the use of science teaching aids and materials, and what roles teaching aids and materials including low-cost toys can play in such guidance.

Chapter 4 discusses the roles of toys - classified into - 1) those directly available from nature; 2) those made from natural materials; and 3) those manufactured as merchandised - as science teaching materials.

Chapter 5 presents guidelines on learning activities using low-cost and readily available materials and instruction by teachers using simple and improvised materials.

This report was not available for wider distribution.

31. **Second Regional Field Operational Seminar on Curriculum Development for Work-Oriented Education in Asia**

Dates: 11 September - 7 October 1976

Theme: Work-Oriented Education

Objectives: 1) To review the syllabus/course of study on crafts/handicrafts at the basic level of education in the context of work-oriented education;

2) To suggest guidelines for further development of syllabus/course of study on crafts/handicrafts at the basic level of education; and

3) To develop some modules using wood/bamboo materials for teaching crafts/handicrafts at the basic level of education in the context of work-oriented education.

Participants: 14 participants (2 observers) from 13 countries and Unesco-Bangkok

Publication: *Curriculum Development for Work-Oriented Education with Special Reference to Handicrafts Education*, October 1976, A-4 size, mimeographed, 78 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 reveals the state of art and common problems of the participating countries regarding handicrafts education at the elementary level in Asia.

Chapter 3 focusses on the findings of observation tours to elementary schools and other places during the seminar, and describes the current status of handicrafts education in Japan.

Chapter 4 features discussions on the development of curricula for work-oriented education including handicrafts education at the elementary level, followed by the formulation of guidelines, and Chapter 5 presents exemplar teaching plans drawn up by participants in group works. The exemplar teaching plans, intended for third and sixth grade children to make model boats or pen stands of bamboo and wood, were worked out by the participants while making those items for themselves.

Chapter 6 presents recommendations on the encouragement of further research, study on evaluation methods and teaching materials, and work-oriented education at the secondary level with a view to developing work-oriented education in Asia.

Chapter 7 gives a summary of this seminar.

The report was not available for wider distribution.

32. **Second Regional Workshop on Curriculum Development for Moral Education in Asia**

Dates: 12 November - 10 December 1976

Theme: Moral Education

Objectives: 1) To examine the national emphasis of moral values for children and the younger generation as a whole;

2) To review moral education programmes for children and the younger generation conducted outside school; and

3) To examine the current situations of parental and community support for moral education at school.

Participants 15 participants (2 observers) from 14 countries

Publication: *Report of the Second Regional Workshop on Curriculum Development for Moral Education in Asia*, December 1976, A-5 size, mimeographed, 55 pages.

The report starts with an introductory Chapter 1, and Chapter 2 summarizes the current situation of moral education in the participating countries, with particular reference to out-of-school moral education. The chapter discusses the problems involved in three aspects: 1) how to obtain consensus on moral values; 2) measures to promote moral education; and 3) the conditions to promote moral education. Moral values approved by the majority over the societal and local barriers are discussed and measures to promote moral education such as formation of social habits, sense of belongingness to the society and others are reviewed. Guidelines for moral education at home, school and community are also discussed.

Chapter 3 concerns the findings of observation tours to elementary and secondary schools and related research institutions during the workshop.

Chapter 4 gives recommendations for more effective moral education.

Although this report itself was not available for wider distribution, a final report on moral education, covering both this and another workshop held in 1980, was published in 1981.

33. Advanced Level Workshop on Educational Technology in Asia

Dates: 8 - 17 March 1977

Theme: Educational Technology

Objectives: 1) To study some of educational technology projects in

Japan;

2) To review and synthesize the experiences of the Inter-project Study Visits which took place in four countries before the Workshop;

3) To exchange views and experiences on innovative activities and case studies made in the participants' countries; and

4) To consider and propose ways of further inter-country cooperation in solving common problems and in the development of educational technology.

Participants: 15 participants (2 co-workers) from 12 countries and Unesco-Bangkok

Publication: *Inter-country Co-operation in Educational Technology: Report of APEID Inter-project/Inter-Country Study Visits and Advanced Level Workshop on Educational Technology*, March 1977, A-4 size, 57 pages.

The report consists of two sections. The Part 1 describes the current status of educational technology, and analyzes the common trends and problems. Examples of major problems identified are: 1) sub-optimum utilization of facilities, resources and materials; 2) lack of co-ordination; 3) inadequate training; 4) lack of minimum equipment in schools; 5) lack of ETV/radio workbooks; 6) quality of ETV/educational radio programmes; 7) lack of integration with the total system; and 8) lack of effective feedback and evaluation. The part also includes a list of areas in which co-operation of the countries may be sought for the promotion of educational technology.

The Section 2 contains the reports of country visits which were undertaken before the Advanced Level Workshop to India, Thailand, Malaysia and Singapore.

Country reports are given in Annex.

This report was published by the Unesco Regional Office for Education in Asia, Bangkok.

34. Preparatory Meeting for Regional Workshop on Pupil Evaluation in Asia

Dates: 18 - 25 March 1977

Theme: Pupil Evaluation

Objective: To discuss objectives, criteria for selection of participants, programme outlines, guide-lines for preparation of country reports by participants, for the organization of a Regional Workshop on Pupil Evaluation.

Participants: 8 participants from 5 countries and Unesco-Bangkok

Publication: Although no report of the meeting was prepared, a workshop on pupil evaluation was held from June to July 1977 on the basis of the results of this meeting.

35. **Regional Workshop on Pupil Evaluation in Asia**

Dates: 17 June - 14 July 1977

Theme: Pupil Evaluation

Objectives: 1) To exchange information and experiences in pupil evaluation at the levels of elementary/primary and lower secondary education;

2) To identify common as well as special problems in the field of pupil evaluation in the region;

3) To identify and work out some possible solutions to these problems;

4) To explore the possibilities and limitations of pupil evaluation, particularly in the affective domain; and

5) To find ways of promoting better cooperation among Asian countries in the field of pupil evaluation.

Participants: 15 participants from 13 countries and Unesco-Bangkok

Publication: *Pupil Evaluation - Report of an Asian Regional Workshop*, 1978, modified B-5 size, 35 pages.

The report begins with an introductory Chapter 1, and Chapter 2 describes the current status of pupil evaluation at the elementary and secondary levels in Asian countries.

Chapter 3 discusses problems and remedial measures of pupil evaluation for both external and internal evaluations. Chapter 4 takes up, problems of evaluation in the affective domain, and Chapter 5 gives recommendations for regional co-operation projects in the field of pupil evaluation.

This report was published by the Unesco Regional Office for Education in Asia, Bangkok.

36. Regional Workshop on Science in Basic Functional Education in Asia

Dates: 3 November - 6 December 1977

Theme: Science Education

Objectives: 1) To exchange information and experience in making and utilizing the simple low-cost science equipment in the form of educational toys and games for teaching/learning science at the basic level with a view to developing productive skills of children;

2) To explore better ways of making effective use of the available indigenous toys and games for teaching/learning science and designing more useful scientific toys and games; and

3) To find ways of promoting better cooperation among Asian countries in the field of science in basic functional education.

Participants: 16 participant (2 co-workers) from 12 countries and Unesco-Bangkok

Publication: *Final Report of the Regional Workshop on Science in Basic Functional Education in Asia*, December 1977, A-4 size, mimeographed, 35 pages.

After an introduction, the report in its Chapter 1 examines information supplied by the participants on the current situations of science education at the elementary level and the development of low-cost and effective teaching materials and tools.

Chapter 2 outlines observations at elementary schools and teaching material developing institutions visited during the workshop. The participants actually tried making low-cost basic teaching materials for themselves.

Chapter 3 features discussions on ways to encourage the development and utilization of science teaching materials, and proposes improvement of teacher training courses, curriculum development tailored to different stages of children's development, improvement of textbooks and guidebooks, and establishment of specialized bodies to develop and disseminate educational toys.

Chapter 4 considers unsolved problems in the development of low-cost science teaching materials.

The report was not available for wider distribution.

37. Regional Workshop on Non-Formal and Alternative Structures in Education

Dates: 21 February - 24 March 1978

Theme: Non-Formal Education

Objectives: 1) To exchange information and experiences in and suggest guidelines for:

a) Designing and developing of non-formal education programmes related to the development goals of the countries and more specifically to the development themes identified by the Fourth Regional Consultation Meeting on APEID;

b) Mobilizing local resources and expertise and community participation to support the planning, organization and implementation of non-formal education programmes;

c) Linking of non-formal and formal education programmes and development of alternative structures; and

d) Co-ordinating inter-sectoral and inter-ministerial/ departmental approach in the development and implementation of non-formal education programmes.

2) To recommend ways of promoting better co-operation among Asian countries in the field of non-formal education.

Participants: 20 Participants from 13 countries and Unesco-Bangkok

Publication: *Non-formal and Alternative Structures in Education - Report of an Asian Regional Workshop*, 1978, modified B-5 size, 59 pages.

After introductory Chapter 1, the report in its Chapter 2, based on national reports, examines innovative aspects of non-formal education.

Chapter 3 outlines the findings of observation tours to pertinent facilities during the workshop. The facilities visited belong to one of the following three areas; social education, youth and out-of-school education, and vocational training.

Chapter 4 considers guidelines for activities of non-formal education programme in two areas: 1) non-formal education for adults; and 2) non-formal vocational and technical training. The guidelines concern four aspects: 1) planning and implementation of activities; 2) mobilization of local resources; 3) linking of formal and non-formal education; and 4) inter-ministerial and inter-sectoral co-ordination.

Chapter 5 gives recommendations for further development of a non-formal education programme in the region.

This report was published by the Unesco Regional Office for Education in Asia, Bangkok.

38. High Level Seminar on Moral Education in Asia

Dates: 5 - 13 April 1978

Theme: Moral Education

Objective: To examine major problems involved in moral education in Asian countries and to work out basic guidelines for the implementation of a regional programme in moral education in Asia.

Participants: 15 participants (5 observers) from 10 countries

Publication: *Final Report of the High Level Seminar on Moral Education in Asia*, April 1978, A-4 size, mimeographed, 73 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 examines the current state of moral education in participating countries.

Chapter 3 discusses problems and issues in moral education on the following 7 areas: definition, objectives, methods, contents, instructional methods, teacher training, and evaluation.

Chapter 4 considers, and makes proposals on, regional projects to promote moral education both from local as well as regional points of view.

Chapter 5 presents guidelines on a joint regional project for innovation in moral education. A proposal has been made to organize regional workshops and to conduct surveys with a view to studying new directions of moral education, teacher training for moral education, etc. on the basis of outcomes so far accumulated in this field.

This report was not available for wider distribution. A final report of a series of study on moral education was published in 1981.

39. Second Regional Workshop on Pupil Evaluation with Particular Reference to Moral Education in Asia

Dates: 12 September - 10 October 1978

Theme: Pupil Evaluation in Moral Education

Objectives: 1) To exchange information and experiences in pupil evaluation with special reference to moral education.

2) To identify common as well as specific problems encountered in guiding pupils and evaluating their progress in moral behaviours;

3) To identify and develop some possible solutions and strategies to tackle these problems; and

4) To find ways of promoting better cooperation among Asian countries in the field of the subject under consideration.

Participants: 17 participants (2 co-workers) from 13 countries and Unesco-Bangkok

Publication: *Pupil Evaluation on Moral Education in Asia - Report of a Regional Workshop*, October 1978, A-4 size, mimeographed, 60 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 discusses the current situations of moral education and its evaluation methods based on reports from the participating countries. Chapter 3 describes observations at elementary, lower and upper secondary schools visited during the workshop to familiarize the participants with the present status of moral education in Japan.

Chapter 4 takes up 14 problems and issues in the evaluation of moral education including changes in pupils' behaviours attributable to moral education, evaluation criteria, techniques, etc. and discusses possible solutions.

Chapter 5 reviews evaluation methods of moral education and discusses individual techniques such as objective-type test, essay-type test, observation, interview, etc.

Chapter 6 discusses joint research projects to be undertaken in the future to promote the development of moral education. It proposes comparative studies on moral education and the organization of workshops for teacher training, etc.

Chapter 7 summarizes the outcomes of the workshop.

This report was not available for wider distribution. As mentioned elsewhere, a final report of this series of study on moral education was published in 1981.

40. Regional Workshop on the Development of Low-Cost Aids for Science Teaching at the First Level of Education in Asia

Dates: 18 January - 17 February 1979

Theme: Aids for Science Teaching

Objectives: 1) To exchange information and experience in making and utilizing simple low-cost aids for teaching/learning science at the first level of education;

2) To design and produce actual simple low-cost aids for teaching/learning science; and

3) To find better ways of promoting cooperation among Asian countries in this field.

Participants: 25 participants (5 observers, 3 co-workers) from 13 countries and RECSAM

Publication: *A report of the Regional Workshop on the Development of Low-cost Aids for Science Teaching at the First Level of Education in Asia*, February 1979, A-4 size, mimeographed, 60 pages.

After an introductory Chapter 1, Chapter 2 of the report, based on papers from individual participating countries, states how teaching aids and materials are used in science education at the first level, together with the problems involved.

Chapter 3 summarizes the findings of observation tours to elementary schools, among others, intended to familiarize the participants with the current state of science education at the first level in Japan and to facilitate exchange of information and experience. The participants visited altogether 10 places including institutions for research on science education and teaching material manufacturing companies and elementary schools.

Chapter 4 presents the processes of trial production of low-cost teaching aids and materials for science education, together with the products. The participants were divided into five groups focussing on heat, sound, light, energy conversion and electricity, and each group made a total of 40 teaching aids, each embodying consideration of one or more of such factors as producing ease, recycling of resources, low cost and educational significance.

Finally, Chapter 5 proposes measures to further promote the development of low-cost teaching aids and materials for science education.

This report was not available for wider distribution.

41. Regional Workshop for Joint Study on Moral Education in Asia

Dates: 2 - 31 March 1979

Theme: Moral Education

Objectives: 1) To exchange information and experiences on studies of the historical, social and cultural background of moral education in Asian countries; and

2) To make a plan for a regional joint study on moral

education including a design for the study and the instruments for data collection.

Participants: 20 participants (1 co-worker) from 14 countries

Publication: *A Report of the Regional Workshop for Joint Study on Moral Education in Asia*, March 1979, A-4 size, mimeographed, 78 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the present state of moral education in the participating countries from historical, social and cultural aspects, followed by Chapter 3 summarizing observations at elementary schools and institutions related to moral education, visited during the workshop.

Chapter 4 discusses a proposed plan for the joint study on moral education. First of all, problem areas common to Asian countries are identified, and then aims of study, significance of moral education, study procedures and others are discussed. Questionnaires to collect information on moral education are also developed and the draft questionnaires are appended.

Chapter 5 recommends further detailed review on the proposed plan for the joint study on moral education before finalization of the plan.

This report was not available for wider distribution. A final report of the joint study on moral education was published in 1981.

42. Regional Seminar on Educational Research in Relation to Educational Reform in Asia and Oceania

Dates: 31 May - 9 June 1979

Theme: Educational Research

Objectives: 1) To exchange information and experiences with regard to the contribution of educational research to the implementation of educational reform; and

2) To discuss ways to promote educational research activities in the region.

Participants: 28 participants (2 observers) from 15 countries, Unesco-Paris and Bangkok

Publication: *Educational Research in Relation to Educational Reform in Asia and Oceania - Unesco/ APEID-NIER Seminar Report*, July 1979, B-5 size, 46 pages.

The report, beginning with an introductory Chapter 1, in its

Chapter 2 discusses the current situations of educational research and its problems on the basis of papers presented by participants. Discussion centres around the concept of educational research in relation to educational reform, new directions of reform related to educational research, linkages between research and reform, etc.

Chapter 3 discusses new orientations in educational research and relating them to educational reform.

After examining why new orientations in educational research are needed, the report stresses the need that research be needed to be problem-solving, inter-disciplinary and participatory. It also refers to the training of research personnel, and interlinking between research and reform, planning and management.

Chapter 4 gives suggestions and recommendations for educational research activities in the region.

43. **Task Force Meeting for Regional Joint Study on Moral Education in Asia**

Dates: 21 June - 11 July 1979

Theme: Moral Education

Objectives: 1) To finalize the plan for a Regional Joint Study on Moral Education in Asia; and

2) To complete the preparation of instruments for data collection for the study.

Participants: 4 participants from 4 countries

Publication: *Task Force Meeting of the Joint Study on Moral Education in Asia*, July 1979, A-4 size, mimeographed, 43 pages.

The report first reviews the format of national reports for the joint study on moral education, and then finalizes the questionnaires for data collection.

This report was not distributed widely but the format and questionnaires discussed in this meeting were utilized for a joint study workshop on moral education organized February-March 1980.

44. **Special Workshop on In-Service Training of Teachers**

Dates: 13 - 23 August 1979

Theme: In-Service Teacher Training

Objectives: 1) To share ideas and experiences among the participating

countries through observation of the practices of in-service training of teachers being conducted by the boards of education in Japan; and

2) To provide opportunities for discussions on the issues and problems on the subject.

Participants: 6 participants from 2 countries

Publication: During this workshop, information on teacher training in the participating countries was exchanged, and the current situation of continuing education was discussed. No formal report was produced.

45. **Second Regional Workshop on the Development of Appropriate Aids for Science Teaching at the First Level of Education in Asia**

Dates: 22 November - 20 December 1979

Theme: Aids for Science Teaching

Objectives: 1) To share information and experiences in making and utilizing appropriate aids for teaching/learning science based on school curricula;

2) To design and produce such aids for teaching/learning science; and

3) To develop guidelines for designing, producing and utilizing appropriate educational materials.

Participants: 31 participants (2 observers, 9 co-workers) from 12 countries and RECSAM

Publication: *Final Report - Second Regional Workshop on the Development of Appropriate Aids for Science Teaching at First Level of Education*, December 1979, A-4 size, mimeographed, 120 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2, based on national reports, discusses the current trends of and problems in the production and utilization of low-cost teaching aids for science education at the first level.

Chapter 3 describes observations at research institutions visited during the Workshop, with detailed reference to science teaching aids and materials prepared at the Science Education Centre of Hiroshima Prefecture, where the participants stayed longer than elsewhere.

At the Centre, assisted by its research staff, participants were given an opportunity to design and make low-cost science teaching aids. Chapter 4 describes how each aid was produced and

would be used.

Chapter 5 states problems in the development of science teaching aids.

This report was not available for wider distribution.

46. **Regional Workshop for the Compilation of a Joint Study on Moral Education in Asia**

Dates: 19 February - 18 March 1980

Theme: Moral Education

Objectives: 1) To exchange experiences in moral education and to synthesize national studies prepared by participating countries;

2) To identify common problems and basic issues relating to moral education; and

3) To discuss proposed activities and strategies for the promotion of moral education in Asia.

Participants: 20 participants from 14 countries

Publication: *Moral Education in Asia*, January 1981, B-5 size, 183 pages.

After an introductory Chapter 1 of the report, Chapter 2 synthesizes each country's experiences in moral education under 7 areas, i.e., objectives, curriculum and syllabus, instructional materials and media, instructional strategies, evaluation procedures, teacher preparation, and role of social agencies in influencing moral education at school level.

Chapter 3 consists of national reports based on the questionnaires.

Chapter 4 discuses some basic issues in moral education. Issues taken up here are: 1) concept of moral education; 2) why moral education?; 3) dichotomy between moral precept and moral practice; 4) conflict between traditional values and modern life style; 5) socio-economic conditions and their influence on moral behaviour; 6) relationship between moral education and religious education; 7) freedom of thought and expression; 8) conflicts between nationalism and international understanding; 9) spirit of competitiveness; 10) organization of moral education programme according to development levels of children; 11) is moral education independent subject or integrated subject?; 12) instructional strategies in moral education; 13) evaluation in moral education; 14) teacher preparation for moral education; 15) effects of mass media on moral development; 16) intoxicants and moral education; and 17) dilemma in the directions of the

development of human society.

This report was published as No. 20 of the Research Bulletin of the National Institute for Educational Research. A 20-page extract version of the report is also published by NIER.

47. **Special Workshop on Educational Research**

Dates: 17 - 31 March 1980

Theme: Educational Research

Objectives: 1) To exchange information and experience in designing and implementing various research activities;

2) To undertake study visits to selected Associated Centres in Japan for exchanging views on various types of educational research; and

3) To consider ways and means for further strengthening direct linkages among Associated Centres of APEID and National Development Groups in the participating countries for the promotion of educational research, and to develop guidelines for the organization of regional workshops on educational research in the future.

Participants: 6 participants from 3 countries

Publication: *Special Workshop/Study Visit on Educational Research - Final Report*, March 1980, A-4 size, mimeographed, 23 pages.

Since a study visit project (sponsored by the Japanese National Commission for Unesco), with participants invited from RECSAM and INNOTECH, simultaneously took place during the period of this workshop, this report covers the results of both the workshop and the study visit.

Following an introductory Chapter 1, Chapter 2 touches on the contents of the two projects, special workshop and study visit, and states the names of the educational institutions visited and observed.

Chapter 3 describes the institutions visited in terms of research objectives, physical facilities, organization and research staff, linkage between research and teacher training.

Chapter 4 discusses the ways of co-operation in research and information exchange to promote educational research, and regional development in education, and further makes proposals on educational research projects in the future.

This report was not available for wider distribution.

48. Regional Workshop on Educational Research

Dates: 24 June - 23 July 1980

Theme: Educational Research

Objectives: 1) To exchange information and experience in designing and implementing various educational activities;

2) To undertake study visits to educational institutions in Japan in order to exchange views on various types of educational research and to attend as participants the Fourth Congress of the World Council of Comparative Education Societies which will be held from 7 to 10 July in Japan; and

3) To consider ways and means for further strengthening direct linkages among Associated Centres of APEID and National Development Groups in the participating countries for the promotion of educational research.

Participants: 18 participants from 13 countries

Publication: *Educational Research in Asia and Oceania - Report of a Regional Workshop*, July 1980, A-4 size, mimeographed, 63 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 outlines participants' reports on their respective educational research projects involved.

Chapter 3 reports the findings at educational research institutions and elementary, lower and upper secondary schools visited during the workshop.

The participants also attended the fourth World Congress of Comparative Education Societies held from July 7 through 10. Chapter 4 overviews papers presented and discussions made at the Congress.

Chapter 5 discusses common problems of the participating countries in educational research and strategies to develop and improve arrangements for co-operation among the countries in the field of educational research. The areas targeted for urgent research include in-service training of teachers, elementary language learning, education for national pride, evaluation of learning materials, and equality of access to schooling.

Chapter 6 gives recommendations on educational research to be undertaken in the future.

This report was not available for wider distribution.

49. **Third Regional Workshop on the Development of Appropriate Aids for Science Teaching at First Level of Education**

Dates: 14 October - 8 November 1980

Theme: Aids for Science Teaching

Objectives: 1) To share information and experience in making and utilizing low-cost and appropriate aids for teaching/learning of science based on school curricula;

2) To design and produce such aids for teaching/learning science; and

3) To develop guidelines for designing, producing and utilizing low-cost and appropriate teaching/learning materials for science.

Participants: 31 participants (14 co-workers) from 12 countries and RECSAM

Publication: *Report - Third Regional Workshop on the Development of Appropriate Aids for Science Teaching at First Level of Education*, November 1980, A-4 size, mimeographed, 132 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2, based on reports from the participating countries, points out common trends and problems in the development of low-cost science teaching aids.

Chapter 3 describes the findings of participants' observation tours to institutions concerned with science education during the workshop. At the Science Education Institute of Osaka Prefecture in particular, where they stayed for a week, the participants actually practised the development of teaching aids.

Chapter 4 provides details of the production processes and uses of individual science teaching aids designed and made by the participants at the Science Education Institute in Osaka.

Chapter 5 gives recommendations on future activities in the development of low-cost science teaching aids.

This report was not available for wider distribution.

50. **Regional Workshop on the Preparation of Teachers for Vocational and Technical Education**

Dates: 6 - 28 March 1981

Theme: Vocational and Technical Teacher Education

Objectives: 1) To identify the actual problems presently faced by the countries in preparing teachers, instructors, and teacher educators for vocational and technical education;

2) To explore feasible solutions of the problems related to the preparation of teachers, teacher educators and other educational personnel for various fields of vocational and technical education taking into account the growth points and gaps in respect of structures, strategies and methodologies adapted for training, retraining and upgrading of vocational and technical teachers; and

3) To make recommendations for co-operative action programmes for vocational and technical education among the countries in the region.

Participants: 21 participants from 15 countries

Publication: The results of this workshop were reassessed during the Second Workshop on Vocational and Technical Teacher Preparation held from January to February 1982, and are incorporated in a combined report published in March 1982.

51. **Regional Seminar for the Training of Young Educational Researchers**

Dates: 22 October - 5 November 1981

Theme: Training of Educational Researcher

Objectives: 1) To review the state of educational research and practice and to exchange information and experiences on the types and content of training of researchers in terms of infrastructures, programmes and methodologies; and

2) To develop a training manual/guidelines for educational researchers, particularly for the young researchers.

Participants: 22 participants from 14 countries, Unesco-Bangkok and RECSAM

Publications: *Educational Research and Training in Asia and the Pacific*, December 1981, modified B-5 size, 41 pages.

After an introductory Chapter 1, Chapter 2 of the report outlines the current status of educational research and practice in participating countries, and clarifies the purposes, trends and common problems of educational research institutions.

Chapter 3 describes the current provisions for training of educational researchers, and discusses directions for change.

Chapter 4 spells out basic principles to be followed in planning

the training of educational researchers, and formulates guidelines for the training. The guidelines are for two programmes: one for the initial training programme and another for the further professional development programme of educational researchers. Objectives, contents, modes of training, and programme evaluation are discussed for each programme area.

Chapter 5 gives recommendations on the development of training programmes for educational researchers.

Scanning the New Horizons - Educational Research and Training in Asia and the Pacific, December 1982, modified A-5 size, 180 pages.

This published report was edited by J.E. Watson of New Zealand, rapporteur of this seminar, putting together papers on the status of the training of educational researchers in the participating countries presented for the seminar.

In this report, which begins with an introductory chapter, the national papers are arranged around five sections: of which the First is Advancing the Professionalism of Teachers - the paper from Japan; the Second, Perspectives on the Contributions of Universities - those from the Philippines, Bangladesh, Pakistan, India and Nepal; the Third, Achieving a Coordination of Effort - those from China and Republic of Korea; the Fourth, Changes in Administrative Style Through Research Training - those from Malaysia, Thailand, Viet Nam, Papua New Guinea and Indonesia; and the Fifth, the Prospects for International Collaboration - those from RECSAM and New Zealand.

52. Regional Workshop for the Compilation of an Inventory of Low-Cost Aids for Science Teaching in Asia and the Pacific

Dates: 11 November - 1 December 1981

Theme: Aids for Science Teaching

Objectives: 1) To review the state of development and utilization of appropriate aids for teaching/learning science in the participating countries;

2) To edit and finalize available instructional sheets on the designing, developing and using appropriate and low-cost science aids as an inventory and to further develop additional instructional sheets on science aids; and

3) To develop guidelines for designing, developing and using appropriate aids for science teaching.

Participants: 22 participants (2 observers, 4 co-workers) from 14 countries

Publication: *Low-cost Aids for Elementary Science Teaching in Asia*

and the Pacific, June 1982, B-5 size, 165 pages.

The report in its Chapter 1 states guidelines for the development of low-cost science teaching aids. Needs of teaching aids, planning, prototype making, trials, modification and production, and criteria for the selection of aids are overviewed.

Chapter 2 presents an inventory of science teaching aids, with statements on objectives, materials used, steps of production, way of use and others. The inventory covers a total of 43 aids, classified into five categories: 1) basic teaching aids; 2) biology teaching aids and materials; 3) aids and materials for teaching of substance; 4) aids and materials for teaching of energy; and 5) aids and materials for teaching of the earth and sky.

Chapter 3 describes the experiences of the participating countries in the development of low-cost science teaching aids with reference to teacher education, utilization of low-cost teaching aids, curriculum, school education system, teaching method, arrangement for cooperation among educational institutions concerned, and financial assistance.

Finally, Chapter 4 gives recommendations for promoting the further development of low-cost science teaching aids.

53. Second Regional Workshop on the Preparation of Teachers for Vocational and Technical Education

Dates: 28 January - 19 February 1982

Theme: Vocational and Technical Teacher Education

Objectives: 1) To review the existing curriculum/course content for pre-service and in-service/continuing programmes for vocational and technical education teachers in secondary schools and post secondary schools/institutions in the region of Asia and the Pacific;

2) To develop exemplar curriculum and course structures of pre-service and in-service/continuing programmes for the preparation and upgrading of vocational and technical teachers, for use in-service training institutions and workshops and as guides for supervisors or teacher-trainers; and

3) To explore ways and means for regional co-operation in preparing teachers for vocational and technical education.

Participants: 20 participants from 14 countries

Publication: *Vocational and Technical Teacher Preparation in Asia and the Pacific*, March 1982, modified B-5 size, 135 pages.

This is a combined volume covering both the first workshop held in March 1981 and this second workshop.

Following an introductory Chapter 1, Chapter 2 summarizes trends and issues in vocational and technical teacher preparation, based on national reports presented at the two workshops.

Chapter 3 assesses the contents of curricula for vocational and technical teacher preparation, and proposes guidelines for preparation courses and in-service training courses. The guidelines refer to: 1) guiding principles; 2) programme components - level and emphases; 3) course objectives and descriptions; and 4) implementation of training programme.

Chapter 4 gives conclusions and recommendations on vocational and technical education and preparation of teachers thereof in the future, supplemented with summaries of country reports.

54. **Review and Planning Meeting on the UNESCO/APEID-NIER Regional Programme**

Dates: 9 - 18 March 1982

Theme: Programme Development for NIER's Regional Activities

Objectives: 1) To review the activities of the Unesco/APEID-NIER regional programme;

2) To provide a forum for an exchange of experiences and identification of issues, problems and growth points with a view to strengthening the regional co-operation activities in the field of education; and

3) To make recommendations for the future activities of the Unesco/APEID-NIER regional programme.

Participants: 18 participants from 7 countries, Unesco-Bangkok and SEAMES

Publication: *Final report - Review and Planning Meeting on the Unesco/APEID-NIER Regional Programme*, March 1982, A-4 size, mimeographed, 62 pages.

The report consists of an introductory Chapter 1, Chapter 2 stating an overview, and Chapter 3 giving recommendations.

Recommendations include topics to be taken up in the workshops and seminars, selection of participants, etc. and in particular the following areas of workshop topics are suggested: environmental education, educational evaluation, educational information, international education, etc. There are suggestions to improve modes of operation of the workshop. This report was not available for wider distribution.

55. Planning Meeting on the Development of Teachers' Resource Kits

Dates: 3 - 15 June 1982

Theme: Teachers' Resource Kits

Objectives: 1) To formulate guidelines for preparing the desired resource kits and to consider a schedule of work for the coming five-year period of the projects; and

2) To prepare guidelines for reviewing, revising and repackaging existing kits.

Participants: 14 participants (2 co-workers) from 11 countries and Unesco-Bangkok

Publication: *Report - Planning Meeting on the Development of Teachers' Resource Kits*, June 1982, A-4 size, mimeographed, 68 pages.

After an introduction, the report in its Chapter 1 describes the present state of teachers' resource kits at the first level of education in the participating countries, followed by Chapter 2 discussing plans for the development of such kits. Here, problems in their development are pointed out and, in the context of the ACEID proposed five-year development programme, a plan is mapped out for activities for the five years to come.

Chapters 3 to 5 state guidelines on the development of teachers' resource kits for use in various subject areas of the lower grades of elementary education with respect to principles, objectives, children's environment, procedures and materials. Chapter 3 concerns the national language, Chapter 4 mathematics, and Chapter 5 science and social studies.

Chapter 6, based on these guidelines, formulates plans for the development of teachers' resource kits in the participating countries.

This report was not available for wider distribution.

56. Regional Workshop on the Development of Research Concerning the Implementation and Evaluation of Reforms of Educational Content and Methods

Dates: 4 - 17 November 1982

Theme: Educational Research and Reforms

Objectives: 1) To review and exchange experiences on the development of research related to the implementation and evaluation of reforms of educational content and methods;

2) To identify crucial issues and problems in this regard;

3) To evaluate research activities and their impact on new developments in this area; and

4) To suggest important areas in which there is a need to further develop research for undertaking reforms of educational content and methods.

Participants: 24 participants (1 observer) from 16 countries, Unesco-Bangkok and SEAMEO-RECSAM

Publication: *Research and Educational Reform - Problems and Issues, and Strategies for Resolving Them*, January 1983, modified B-5 size, 179 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 takes up the problems and issues associated with research into the implementation and evaluation of educational reforms encountered in the participating countries at these stages: 1) preparation; 2) implementation ; and 3) utilization of research outcomes, and discusses ways to cope with the problems.

Chapter 3 summarizes strategies to promote such educational research in four aspects: preparatory strategies, participatory strategies, anticipatory strategies, and strategies for the evaluation of content and methods.

Chapter 4 gives recommendations in three aspects including training for infrastructure development, research needs, and reinforcement of the role of Unesco with a view to further developing research on the reform of the contents and methods of education. Above all, it emphatically calls for the formation of a federation of educational researchers in Asia and the Pacific, training of educational researchers, and establishment of a clearing house for information on educational research in Asia and the Pacific.

57. Regional Workshop on Educational Information

Dates: 1 - 23 February 1983

Theme: Educational Information

Objectives: 1) To review and exchange experiences on existing educational information systems and services as well as on the techniques and methods employed for information processing;

2) To identify crucial issues and problems in relation to the development of educational information systems and services, and educational information processing in particular; and

3) To consider the possible use of computers for educational information processing.

Participants: 25 participants (2 observers) from 11 countries, Unesco-Bangkok, IBE, NEIDA and SEAMEO-RECSAM

Publication: *Educational Information - Problems and Issues, and Strategies for Resolving Them*, November 1983, modified B-5 size, 84 pages.

Starting with an introductory Chapter 1, the report in its Chapter 2 describes the current situation of education information systems, together with information processing techniques and methods, in the participating countries.

Chapter 3 takes up six aspects of problems and issues in educational information systems, particularly in the processing of educational information, including 1) coordination and management; 2) acquisition, processing, dissemination and utilization of information; 3) human and material resources; 4) language; 5) quality; and 6) computerization, and also discusses possible ways for improvement.

Chapter 4 gives an overall review, followed by supplementary notes on activities concerned with educational information at Unesco's Bangkok Office, ACEID, RECSAM, IBE and NEIDA.

58. Regional Design Workshop on Mathematics Education

Dates: 27 September - 20 October 1983

Theme: Mathematics Education

Objectives: 1) To review and analyze the present state of the art in mathematics education;

2) To identify crucial current issues and problems of mathematics education in the region;

3) To synthesize innovative experiences and approaches developed in this area; and

4) To develop strategies for future plans in mathematics education.

Participants: 28 participants (5 observers) from 16 countries, Unesco-Bangkok and RECSAM

Publication: *Mathematics Education in Asian and the Pacific*, December 1983, modified B-5 size, 65 pages.

The report begins with an introduction, and Chapter 1 outlines the present state of mathematics education at the elementary and

secondary level in the participating countries with reference to the number of class hours allocated, objectives of mathematics education, grade-wise mathematics topics, instructional aids, and teaching methods.

Chapter 2 discusses problems and issues in mathematics education in six facets: 1) curriculum contents and teaching methods; 2) learning resources; 3) teacher education; 4) assessment; 5) research; and 6) other problems including that of language.

Chapter 3 summarizes recent cases of innovative experiences attempted in these six problem areas, and Chapter 4 makes suggestions for improving school mathematics education together with some additional suggestions for regional co-operation.

59. **Regional Seminar on Educational Research with Special Reference to the Exchange of Research Outcomes in Asia and the Pacific**

Dates: 9 - 25 November 1983

Theme: Dissemination of Educational Research Outcomes

Objectives: 1) To review the current flow of information on educational research and innovation within the participating countries;

2) To identify crucial issues and problems in information exchange of educational research outcomes and educational innovation in the region; and

3) To work out strategies for the development of information exchange of educational research outcomes and educational innovation.

Participants: 17 participants from 14 countries and Unesco-Bangkok

Publication: *Dissemination and Utilization of Educational Research*, March 1984, modified B-5 size, 106 pages.

Following an introductory Chapter 1, Chapter 2 of the report reviews the present status of the exchange of information on educational research and identifies the problems and issues that arise.

Chapter 3 discusses strategies for the development of information exchange of educational research outcomes and educational innovation with reference to seven problem areas: 1) lack of motivation among users of research; 2) language barriers; 3) lack of coordination services within the country; 4) each of awareness and under-utilizations of APEID services; 5) flow of information; 6) skills in collection, collation and dissemination of research findings; and 7) socio-economic and political constraints in the dissemination of research findings.

Chapter 4 gives recommendations on the exchange of information in the future. The report is supplemented with summaries of individual papers.

60. Regional Workshop on the Study of Elementary Curriculum in Asia and the Pacific

Dates: 28 February - 15 March 1984

Theme: Elementary School Curriculum

Objectives: 1) To review the curriculum development work undertaken by the participating countries in the region for the past ten years;

2) To identify major trends in respect of curriculum development in the region; and

3) To develop a research design for the joint study of elementary curriculum in the region.

Participants: 26 participants (4 observers) from 17 countries and Unesco-Bangkok

Publication: *Joint Study on Some Major Developments in Elementary School Curriculum in Asian and Pacific Countries - Research Design*, April 1984, A-4 size, 129 pages.

The report consists of two sections. Section I identifies and synthesizes the current situation and trends of elementary school curriculum in the participating countries with respect to objectives, curriculum development and instruction, supporting structures/agencies, evaluation and research activities.

Section II presents a research design for the study on elementary school curricula, prepared on the basis of the comparative analysis in the first part. It focuses on four aspects of elementary school curricula: integrated curriculum, moral, religious and value education, work-oriented education and curriculum load, and calls for a survey using common questionnaire covering these four areas in particular and school education as a whole.

The report is accompanied by individual papers describing the current situation in participating countries.

61. Regional Seminar on the Contribution of Interdisciplinary Research to the Development of Education

Dates: 11 - 20 July 1984

Theme: Interdisciplinary Research in Education

Objectives: 1) To review the current status of interdisciplinary research in education in the participating countries;

2) To discuss the needs and areas of research which require interdisciplinary approaches for the realization of educational development/reforms; and

3) To consider ways and means for the promotion of interdisciplinary research in education.

Participants: 13 participants from 10 countries

Publication: *Broadening the Scope for Educational Research*, September 1984, modified B-5 size, 90 pages.

After an introductory Chapter 1, the report in its Chapter 2, entitled highlights of each country's experiences, discusses what is meant by interdisciplinary research on education and what the conditions are to make possible the development of such interdisciplinary research.

Chapter 3 points out new directions in and priority areas of interdisciplinary research. Common directions and problems, inadequacies and limitations of knowledge, formation of a future vision and facilitation of co-operation, communication and community support are discussed in this chapter.

Chapter 4 discusses, strategies and guidelines for the advancement of interdisciplinary research in education, including general considerations such as selection of problems, organization and management, and utilization of research results; considerations for the training, recruitment and development of research staff and advisory networks; and prospects for cooperative publishing and dissemination. The report is supplemented with individual papers.

62. Regional Training Workshop for the Development of Material for Mathematics Education

Dates: 30 October - 17 November 1984

Theme: Mathematics Education

Objectives: 1) To identify key mathematics topics at the elementary school level which need the development and use of appropriate and concrete resource materials including low cost and environmental materials;

2) To examine and suggest effective ways and methods of using such concrete resource materials in the teaching/learning process of certain key topics;

3) To consider a general framework and work out strategies

and guidelines for the development of instructional aids and materials, particularly for developing problem solving skills in mathematics education at the elementary school level; and

4) To cooperatively develop some exemplars of such aids and materials to illustrate the suggested strategies and guidelines.

Participants: 25 participants (2 observers) from 18 countries and Unesco-Paris

Publication: *Instructional Materials for Elementary Mathematics*, December 1984, modified B-5 size, 99 pages.

Beginning with an introductory Chapter 1, the report in its Chapter 2 discusses the rationale for the use of instructional materials, problem-solving approach, key topics, exemplars of instructional programmes and instructional materials. The consideration of the key topics to be learned focusses on eight items: 1) the concept of whole numbers; 2) four rules on whole numbers; 3) concept of fractional numbers; 4) addition and subtraction of fractions; 5) the concept of place value to the right of the decimal point; 6) quantities and measurement; 7) figures ; and 8) problem-solving learning.

Chapter 3 presents 26 exemplar lesson plans on such topics as "comparison of two numbers", "subtraction with like denominators", "multiplication of decimals by whole number from 2 to 9", "perpendicular lines" and other units, which derived from consideration of models of learning activities based on the cases of instructional material development reported by the participants with respect to the aforementioned eight items.

Chapter 4 concerns strategies to promote the utilization of instructional materials, identifies problems, and proposes some strategies for overcoming the problems, recognizing target groups including many institutions, agencies and individuals.

In Appendices, the overall summary of the responses to the questionnaire concerning mathematics curriculum completed by the participants is presented together with summaries of two papers, one submitted by a resource person from India and the other by a programme specialist from Unesco, Paris.

63. Second Regional Workshop on the Study of Elementary School Curriculum in Asia and the Pacific

Dates: 16 January - 7 February 1985

Theme: Elementary School Curriculum

Objectives: 1) To cross-nationally analyze the background information

in terms of the socio-economic conditions, educational systems and other related features of the participating countries; and

2) To make a comparative analysis of the elementary school curriculum with respect to integrated curriculum, moral/religious/value education, work-oriented education and curriculum load based on the reports of the national studies conducted in the participating countries.

Participants: 22 participants (2 observers) from 15 countries and Unesco-Bangkok

Publication: This workshop attempted comparative analysis of responses to the questionnaires from the participating countries, and the editorial committee meeting in September 1985 discussed the analytical results, which led to the publication of a final report of this study.

64. Preliminary Meeting for Joint Study on Secondary Education in Asia

Dates: 13 - 23 March 1985

Theme: Secondary Education

Objectives: 1) To discuss critical problems and issues in secondary education; and

2) To identify possible themes/aspects of a joint study on secondary education in the region.

Participants: 8 participants from 5 countries

Publication: In this meeting, problems in six areas of secondary education were identified and, on that basis, the first workshop on secondary education was held from June to July 1986. No report was prepared for this preparatory meeting itself.

65. Editorial Committee Meeting on the Study of Elementary School Curriculum in Asia and the Pacific

Dates: 6 - 21 September 1985

Theme: Elementary School Curriculum

Objectives: 1) To examine the content and format of the draft report developed at the Second Workshop held in January - February, 1985;

2) To incorporate in the report the information and data concerning elementary school curriculum of the countries

which were unable to participate in the previous workshops; and

3) To prepare a final manuscript of the report of the joint study.

Participants: 9 participants from 9 countries

Publications: *Elementary/Primary School Curriculum in Asia and the Pacific*, January 1986, A-4 size, 218 pages.

A report prepared by the second workshop on the elementary curriculum study in Asia and the Pacific, which took place January to February 1985, was reviewed and edited by this editorial committee, and compiled into a three-volume publication consisting of a part on the comparative study and two other volumes on national reports.

The first volume entitled "Report of a Joint Study" in its Chapter 1 provides background information that outlines school education in the participating countries and, in the second and subsequent chapters, examines four areas of the elementary/primary school curriculum, on which the comparative study focusses. Chapter 2 deals with the integrated curriculum, while Chapter 3 focusses on moral, religious and value education, Chapter 4 on work-oriented education, and Chapter 5 on curriculum load. In each of these chapters, definitions and distinctive features of the terms or areas, rationale, objectives and instructional process of the particular education are fully discussed.

The final two chapters summarize discussions and make proposals: Chapter 6 on problems in and requirements on the elementary/primary school curriculum as a whole; and Chapter 7 on subjects to be studied in the future.

Elementary/Primary School Curriculum in Asia and the Pacific - National Reports: Volume I - II , January 1986,
A-4 size, 274 pages for Vol. I and 292 pages for Vol. II .

These volumes comprise national reports on comparative study of elementary/primary school curriculum, outlining school education and revealing the results of national studies in the aforementioned four areas. Volume I consists of the national reports of Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia and Nepal, and Volume II , those of New Zealand, Pakistan, Papua New Guinea, the Philippines, Republic of Korea, Sri Lanka, Thailand, Viet Nam and Western Samoa.

66. Regional Workshop on Primary Science Education in Asia and the Pacific

Dates: 1 - 26 November 1985

Theme: Science Education

Objectives: 1) To review the present state of primary science education in the participating countries;

2) To suggest elements of a core curriculum in science, including technology education at the primary level, that would enhanced the concept 'Science for All', and develop in children such scientific attitudes as creativity, critical thinking, objectivity and precision;

3) To make suggestions for the development of teaching/learning materials to achieve the objectives state in 2) above; and

4) To identify common problems and issues which could be considered for joint research into the teaching of science, including technology, at the primary level.

Participants: 25 participants from 16 countries and Unesco-Bangkok

Publication: *Primary Science Education in Asia and the Pacific*, March 1986, A-4 size, 127 pages.

The report begins with an introductory Chapter 1, and in its Chapter 2 summarizes the present state of primary science education in Asian and Pacific countries on the basis of responses to a questionnaire, presented by the participants.

Chapter 3 discusses, with respect to core curriculum, the objectives of primary science education, concept of core, selection of learning topics and teaching methods.

Chapter 4 identifies problems and issues and offers suggestions for the improvement of primary science education, classified into four areas. The first area covers the social aspect of science and technology, industry and technology, girls and science, multi-cultural science, and home background; the second, integration and learning resources; the third, overloading of curriculum, abstract and academic nature of primary science, and evaluation; and the fourth, teacher selection, pre-service and in-service teacher education, teaching methods, motivation of self-improvement, and making of teaching aids.

Chapter 5 provides some suggested research questions in primary science education with encouragement of research on primary science education in the cause of *"science for all"*, and proposes specific issues to be studied for that purpose. The report is augmented with summaries of national reports and a bibliography.

67. High Level Seminar on Educational Achievement in Asia and the Pacific

Dates: 20 January - 1 February 1986

Theme: Educational Achievement in Elementary and Secondary Education

Objectives: 1) To exchange information and experiences on systems of the assessment of educational achievement at the primary and secondary school levels;

2) To review major researches and surveys on educational achievement and their findings conducted in the participating countries; and

3) To identify common trends of research on educational achievement in the region.

Participants: 15 participants from 13 countries

Publication: *Assessment of Educational Achievement in Asia and the Pacific*, August 1986, A-4 size, 237 pages.

The report is divided into two parts. Part I deals with the status, issues and trends in the assessment of educational achievement in the region, classified into five areas: 1) purposes of assessment; 2) structure and methods of assessment; 3) domains of assessment; 4) equity and excellence; and 5) monitoring levels of assessment.

Part II consists of individual country reports, outlining the way to identify educational achievement, review major surveys and studies and their results, and thereby clarifying the trends of research on educational achievement in the participating countries.

68. First Regional Workshop on the Study of Secondary Education in Asia and the Pacific

Dates: 17 June - 10 July 1986

Theme: Secondary Education

Objectives: 1) To exchange information on the state of the art of secondary education in participating countries;

2) To identify critical aspects of secondary education in the context of national development;

3) To develop a design for the joint comparative study on secondary education in the region.

Participants: 18 participants (1 observer) from 16 countries

Publication: *A Study on Some Critical Aspects of Secondary Education in the Countries of Asia and the Pacific - Research Proposal*, July 1986, A-4 size, 78 pages.

The report consists of two parts. In Part A following an Introduction, Section I summarizes each country's reports presented

by the participants, regarding the current situation of and problems in secondary education.

Section II utilizes each country's reports on their present status and defines five subject areas for future comparative study: 1) the organization of secondary education; 2) enrollment; 3) curriculum; 4) teacher education; and 5) assessment.

Part B corresponds to a section on the research programme. Section I describes research design, clarifying the significance, purposes, areas, methods and report format of research.

Section II prescribes a questionnaire on the common problems in the five areas with its contents.

Finally, there is a recommendation on the way in which research should be continued in the future.

It is planned to undertake national studies in the participating countries on the basis of this report and convene another workshop in the second half of 1987, during which the findings of the further national studies should be put together to attempt comparative analysis of secondary education.

69. Preparatory Meeting of a Regional Workshop on Computers in Mathematics Teaching

Dates: 20 - 25 October 1986

Theme: Computers in Mathematics Teaching

Objective: To develop guidelines and a framework for the organization of a Regional Workshop.

Participants: 8 participants from 7 countries and Unesco-Paris

Publication: *Report of the Preparatory Workshop on Computers in Mathematics Teaching*, October 1986, A-4 size, mimeographed, 8 pages.

This report outlines a proposal on the Regional Workshop on School Mathematics and Microcomputers in Asia and the Pacific to be held in 1987 with reference to its necessity, objectives of the workshop, duration, participants, schedule of the workshop. Though this report is not available for public circulation, the workshop is scheduled to take place along the lines set forth in the proposal.

70. Regional Workshop on Non-Formal Education Programmes in Asia and the Pacific

Dates: 11 - 28 November 1986

Theme: Non-Formal Education

Objectives: 1) To review the state of the art of non-formal education programmes in participating countries;

2) To identify major problems, issues and trends in the area of non-formal education; and

3) To synthesize innovative experiences and approaches developed in this area.

Participants: 18 participants from 15 countries and Unesco-Bangkok

Publication: *Non-Formal Education in Asia and the Pacific*, July 1987, A-4 size, 102 pages.

Beginning with Introduction, the report in its Chapter I outlines the present state of non-formal education in participating countries. The report covers such aspects of non-formal education as 1) definition; 2) modes of activities; 3) major changes of non-formal education programmes in the past 10 to 15 years; 4) linkages between formal and non-formal education; 5) system of curriculum development; and 6) innovative attempts recently made.

Chapter II identifies problems, issues and trends, classifying into two groups, non-formal education for children (6 to 14 years old) and youth (15 to 24) on the one hand, and non-formal education for adults on the other.

Chapter III considers innovative experiences and approaches, and presents examples of activities and methods witnessed in the participating countries, classifying into three areas: 1) instructional strategies; 2) work and business including skill training; and 3) community development and leisure.

Finally, the report gives a conclusion and recommendations concerning future research on non-formal education.

3. Participants of the Regional Activities

(1) List of Participants by Country

The following are the names of participants who attended the regional programme for educational development in Asia and the Pacific organized by NIER during the years from 1967 to 1986.

The list includes not only regular participants, but also resource persons, co-workers and observers. The names are stated by country or by international agency he or she belongs to, and they are spelled out in accordance with those given by participants. The names are listed, in principle, in an alphabetical order of their family names. Participants from non-Unesco member countries in the region and those from countries outside the region are listed towards the end of the section, but the Republic of China (Taiwan), the Republic of Viet Nam and Singapore are given under the section of Unesco Member states.

[Unesco Member States in Asia and the Pacific]

Afghanistan

Mr. Amanullah, Prof. Asadullah, Mr. A. Ghafour Baher, Mr. Majid Dastyar, Dr. A.G. Gahaznawi, Mr. Abdul Aziz Gandomi, Mr. Abdul Aziz Hamid, Mr. Sayed Mohsen Jahani, Mr. Ghulam Dastagir Rlung Khugaini, Mr. Fateh M. Muntaser, Mr. Wahedullah Mustamandy, Mr. Ghulam Jelani Nabiyar, Mr. Abdul Satar Nader, Mr. Hayatullah Nasser, Mr. Mohammed Wajir Nezami, Mrs. Noria, Miss Sima Rashidi, Mr. Mohammed Jan Safi, Dr. S. R. Samady, Mr. Safullah Seraj, Mr. Abdul Fata Siddiq, Mr. Sultan Aziz Sultani

Australia (1978～)

Dr. Sid F. Bourke, Mr. Lloyd D. Blazely, Mr. John Godwin Caiger, Dr. Geoff Caldwell, Dr. Robin Chapman, Mr. Amos Alfred Dixon, Mr. S.S. Dunn, Mr. Robert John Gaffney, Mr. David Gould, Mr. Laurie Howell, Mr. Peter L. Jeffery, Dr. John P. Keeves, Mr. Steve Murray, Dr. Hugh W.S. Philp, Dr. Malcolm Skilbeck, Mr. Roger Swain, Dr. David John Symington, Mr. R. Gordon Tasker, Mr. James Edward Tunstall, Mrs. Gwen Wesson, Dr. Graham J. Whitehead, Mr. G. Woodburne

Bangladesh (1974～)

Mr. Mohd. Ramizuddin Ahmed, Mr. Ali Akbar, Mrs. Selina Akhtar, Dr. Azhar Ali, Mr. Md. Karim Baksh, Mrs. U.S. Sakina Begum, Mr. Md. Mainuddin Bhuiyan, Mr. Rajab Ali Biswas, Mr. Ahsan Uddin Ahmed Chowdhury, Dr. S.A. Chowdhury, Mr. Tofayel Ahmed Chowdhury, Mr. Ataul Haq, Dr. M. Nurul Haq, Dr. Mazharu Haque, Dr. Serajul Haque, Mr. Syed Hessamuddin, Mr. Mohammad Nural Islam, Mr. Shapiqul Islam, Dr. A.H.M. Karim, Dr. Muinuddin Ahmed Khan, Mr. Abdul Mannan, Mr. M.T.C. Miah, Mr. Saleh Motin, Miss Azizun Nesa, Dr. A.K.M. Obaidullah, Mr. Mahboobur Rahman, Mr. Md.

Habibur Rahman, Mr. Obaidu Rahman

Burma (～1979)

Mr. Myint Han, Mr. Myo Kyi, Mr. U. Hla Kyi, Dr. Thein Lwin, Lt. Col. Myint San, Mr. Thaung Sein, Mr. U. Mint Than, Mr. Daw Khin Win, Mr. Khin Maung Yin

Cambodia (～1975)

Dr. Khus Chiev, Mr. Khieu Komar, Mr. Chhuk Meng Mao, Mr. Cheam Neou, Mr. Nhean Touran, Mr. Chuon Vang, Mr. Ouy Vanthon, Mr. Yi Yon

People's Republic of China (1981～)

Mr. Cao Feiyu, Mr. Chen Xinwu, Mr. Fan Shenglin, Mrs. Fu Li, Mr. Gao Hang, Mr. Gong Houzeh, Mr. Huang Shiqi, Mr. Jiang Shanye, Mr. Li Bo, Mr. Li Zhonghan, Mr. Liu Ming Shan, Mr. Liu Yuantu, Mr. Tang Guomin, Mr. Tang Shixiong, Mr. Wan Dalin, Mr. Wang Shiqing, Mr. Wang Yibing, Mrs. Xiang Shunyu, Mr. Yang Dongliang, Dr. Yang Zhiling, Mr. Yang Zong Kun, Mr. Ye Kegi, Mr. Yin Mingfa

Taiwan (Republic of China) (～1971)

Mr. George Sheau Ting Chang, Dr. James O. Chen, Dr. Fuming Chia, Mr. Chi Yen Huang, Prof. Chien Hou Hwang, Mr. Fa Tseh Hwang, Prof. Chia Sing Peng, Prof. Chi Chang Yu, Mr. Albert Yuan

Fiji (1984～)

Mr. Roop Chand, Mr. Inderjit Singh Walia

India

Mr. S.L. Ahluwalia, Prof. N.K. Ambasht, Dr. Gurbaksh Lal Arora, Mr. P.K. Bhattacharyya, Dr. S.L. Bhyrappa, Dr. M.B. Buch, Mr. L.S. Chandrakant, Dr. M.M. Chaudhri, Mr. K. Jacob Cheriyan, Mr. V.V. Chiplunkar, Mr. J.C. Das, Prof. R.C. Dass, Dr. S.N. Datta, Dr. P.N. Dave, Dr. R.H. Dave, Prof. Arjun Dev, Dr. Onkar Singh Dewal, Dr. P.C. Eapen, Mr. S.L. Gajwani, Dr. B.R. Goyal, Dr. J.S. Grewal, Mr. H.N. Gupta, Mr. K.N. Hiriyanniah, Mr. A.V. Jafri, Prof. A.K. Jalaluddin, Mr. T.R. Jayaraman, Mr. A.N. Kapur, Prof. M.S. Khaparde, Prof. K.J. Khurana, Prof. A.N. Maheshwari, Miss Indira Malani, Dr. S.K. Mitra, Dr. M.C. Pant, Prof. B.S. Parakh, Mr. Veda Prakasha, Mr. J.M.T. Rajan, Mr. K.V. Rao, Mr. R.N. Rath, Mr. S. Ray, Ms. Aruna Roy, Prof. P.K. Roy, Mr. N.K. Sanyal, Mr. R.C. Saxena, Mr. C. Seshadri, Mr. W.A. Siddiqui, Prof. Amar Kumar Singh, Prof. R.P. Singh, Prof. Dilip Kumar Sinha, Mr. V.A. Sivagnamam, Prof. H.S. Srivastava, Prof. T. Subbarao, Mr. S.N. Tripathi, Prof. B. Venkataraman, Prof. Anil Vidyalankar

Indonesia

Mrs. Sukapti Arma Abdullah, Mr. Iyes Ardiwinata, Dr. Achmad Arifin, Mr. Mochtar Buchori, Mr. Jusuf Djadjadisastra, Dr. Santoso S. Hamijoyo, Mr. Edy Hidayat, Mr. Hussin, Mr. W.F. Hutajulu, Dr. R. Ibrahim, Mr. Alwi K. Ismail, Mr. Anwar Jasin, Mr. E. Karwapi, Mr. Benny Karyadi, Mr. Z.F. Kawareh, Miss Christina Mangindaan, Mrs. Ella Yulaelawati Matahelemual, Dr. Sri Wulan Rujiati Mulyadi, Dr. Dali S. Naga, Dr. Sorimuda Nasution, Dr. Soepartinah Pakasi, Mr. Frederik Pangemanan, Mr. Ktut Sudiri Panyarikan, Mr. Sentot Soelistyo Peksoadipoetro, Mr. Markus K. Pigawahi, Mr. Adji Pramono, Dr. Meilus Rivai, Mr. Saiman, Dr. R.A. Santoso, Mr. Karwapi Sastradiwirya, Dr. Setijadi, Mr. Soebijanto, Mr. Soedijarto, Mr. Hadis Soemantri, Mr. Soeninggjo, Mr. Enggus Subarman, Mr. Sujadi, Mr. Pudyo Sumedi, Dr. Winarno Surakhmad, Mr. P. Surono, Mr. Yanto Suryadhana, Mr. Wahyudi Suseloardjo, Mr. Tjutju Sutarno, Mr. Gunadi Tanuputra, Mr. Umaedi

Iran

Dr. Iraj Ayman, Mrs. Azardokht Azarian, Mr. M. Djavad Bahonar, Dr. Mohammad Mehdi Behkish, Miss Farah Behnam, Mr. Mostafa Lotfi Darabadian, Mr. Ali A. Farivar, Mr. Fazily, Dr. Ahmad Ghassemi, Mr. Azizolla Khosrowi Kamrani, Miss Victoria P. Khatchatourian, Dr. Mohammad Ali Mahdaviani, Mrs. Farideh Mashayekh, Mr. Ahmad Ali Mehrpour, Mr. Mohammad Taher Moayeri, Dr. Ali Taghi Pourzahir, Mr. Jahangir Shamsavari, Miss Ronhanguise Sohrab, Miss Kija N. Tabari, Mr. Rahim Toussi

Japan

Mr. Hiroshi Abe, Mr. Munemitsu Abe, Mr. Isao Amagi, Mr. Ikuo Arai, Mr. Shigenori Arimitsu, Mr. Yoshihiko Arimoto, Mr. Toshiaki Asakimori, Prof. Hiroshi Azuma, Mr. Toru Azuma, Mr. Tsuneo Baba, Dr. Michael Harris Bond, Mr. Nobuo Dobashi, Mr. Yoshiro Egami, Mr. Shoji Fujita, Mr. Hiroshi Fukuda, Mr. Toshiyuki Fukuoka, Prof. Taneo Harada, Mr. Koji Hashimoto, Mr. Yoshihiko Hashimoto, Mr. Yoshiitsu Hattori, Mr. Nobuya Higuchi, Mr. Shuji Himata, Prof. Masunori Hiratsuka, Mr. Kazuhiko Hironaka, Mr. Koichiro Ide, Mr. Atsunobu Iijima, Dr. Yoichi Ikemoto, Mr. Masaaki Ishii, Mr. Kazuo Ishizuka, Dr. Kiyonobu Itakura, Mr. Ryoji Ito, Mr. Setsuro Ito, Prof. Bunkichi Iwahashi, Dr. Michi Kagawa, Mr. Eiichi Kajita, Mr. Miharu Kajita, Dr. Yoshinobu Kakiuchi, Mr. Toshio Kanaya, Prof. Shigeo Katagiri, Mr. Koji Kato, Mr. Takakatsu Kato, Dr. Mitake Katsube, Prof. Tadasu Kawaguchi, Mr. Chikao Kawakami, Dr. Shigeo Kawano, Mr. Satoshi Kawanobe, Dr. Hiroshi Kida, Prof. Kentaro Kihara, Mr. Eisuke Kobayashi, Mr. Nobuo Kobayashi, Mr. Masami Koganei, Dr. Kihei Koizumi, Mr. Shigeo Kojima, Prof. Jiro Kondo, Mr. Naoyoshi Koya, Prof. Eikichi Kurasawa, Mr. Kazuyoshi Kurita, Mr. Yuji Kurokawa, Dr. Masami Maki, Mr. Akira Makita, Prof. Shigeo Masui, Mr. Yukio Masui, Mr. Shizuo Matsubara, Dr. Akira Matsumoto, Mr. Koji Matsutani, Mr. Hiroji Minoura, Mr. Minoru Miura, Mr. Masao Miyake, Mr. Shuhei Miyake, Mr. Shigeo Miyamoto, Mr. Koichi Miyazaki, Mr. Hideo Mizumura, Mr. Hisao Morikawa, Mr. Kageaki Mukai, Mr. Koichiro Murase, Mr. Shoji Murata, Prof. Yasushi Muro, Mr. Hiromitsu Muta, Mr. Shigefumi Nagano, Mr. Eizo Nagasaki, Mr. Kenzo Nakajima, Mr.

Jiro Nakamura, Mr. Shigeyasu Nakamura, Dr. Terumi Nakano, Mr. Hideo Nara, Prof. Katsuya Narita, Mr. Kikuo Nishida, Dr. Yoichi Nishimoto, Mr. Mathew Seishi Ogawa, Mr. Hideo Ohashi, Mr. Masatoshi Oka, Mr. Hiroshi Okada, Prof. Michinori Ooki, Mr. Shinjo Okuda, Mr. Tomohisa Okui, Dr. Sozaburo Ono, Mr. Masatoshi Ohno, Prof. Rentaro Ohno, Prof. Mitsuo Ohshima, Mr. Norikazu Ohsumi, Mr. Masao Ohta, Mr. Yutaka Otsuka, Dr. Easton Rothwell, Dr. Iichi Sagara, Mr. Itsuo Saito, Prof. Shigeki Sakakibara, Prof. Takashi Sakamoto, Mrs. Tsuyako Sakamoto, Mr. Yuji Saruta, Mr. Taichi Sasaoka, Mr. Jiro Sato, Mr. Kaoru Sato, Mr. Kunio Sato, Mr. Tooru Sawada, Mr. Toshio Sawada, Mr. Osamu Sekiguchi, Ms. Hanako Senuma (Mase), Mr. Susumu Shibanuma, Mr. Kenichi Shibuya, Mr. Yoshinori Shigebayashi, Prof. Shigeru Shimada, Dr. Michiya Shimbori, Mr. Takashi Shimizu, Mr. Hiroshi Shimono, Mr. Masao Shuhara, Dr. Kunihiro Suetaka, Prof. Kirayuki Sumeragi, Mr. Tatsuo Suyama, Mr. Hiroo Suzuki, Mr. Seizaburo Suzuki, Mr. Yoshimori Suzuki, Mr. Noboru Takada, Mr. Akira Takasaka, Mr. Katsuyoshi Takaura, Mr. Shigekazu Takemura, Mr. Masanori Takeshita, Mr. Shojiro Tamura, Mr. Yoshio Toshiyasu, Mr. Noboru Torimoto, Mr. Shinkichi Tsuji, Mr. Masaie Ueda, Mr. Tsutomu Ueshibe, Mr. Kunio Umeno, Mr. Tomoji Urakawa, Mr. Masao Usui, Mr. Ryo Watanabe, Mr. Yoshio Watanabe, Mr. Kanehisa Yamada, Mr. Tatsuo Yamada, Mr. Kaneyoshi Yamaoki, Prof. Kentaro Yano, Mr. Takehide Yokoo, Mr. Joichi Yokota, Prof. Tadashi Yoshida, Mr. Jiro Yoshio, Mr. Katsumi Yuasa

Laos

Mr. Somphone Keohavong, Mr. Sounthong khamsingsavath, Mr. Chantha Luangrath, Dr. Somphou Oudomvilay, Mr. Bounhom Phommavongsay, Mr. Bounlieng Phommasouvanh, Mr. Sang Seunsom, Mr. Khamkhing Souvanlasy

Malaysia

Mr. Abdul Rahim bin Mohd. Yusof, Mr. Abdul Rani bin Zainuddin, Mr. Abu Hassan Ali, Mr. Abu Sapian Jasin, Mr. Adam bin Taib, Mrs. Aidah Abdul Ghani, Dr. Ali Ahmad, Mr. Ali bin Yaacob, Mr. K. Anandarajan, Mr. Ashari bin Che Mat, Miss Asiah binte Abu Samah, Mrs. Asmah binte Md. Taib, Mrs. Badiah binte Haji Abdul Manan, Mr. Bakar bin Awang, Mr. Chin Pin Seng, Mr. Eddy Chung, Miss Suscelah Fonseka, Mr. Goh Kee Meng, Mrs. Habsah bt. Abdul Rauf, Mr. Haji Abdul Ghani bin Mat, Mr. Haji Hamdan bin Sheik Tahir, Mr. Hashim Jasa, Mr. Hj. Jumaat bin Hj. Mohd. Noor, Dr. Hussein Haji Ahmad, Mr. K. Jegadeva, Mr. Johari bin Ahmat, Dr. S. Kanagasabai, Dr. Sim Wong Kooi, Mr. Lee Kim Woon, Mr. Loh Kok Wah, Mr. Mohammed Rosli bin Mohammed Ghazali, Mr. Mohd. Kamal bin Dasuki, Mr. Mohd. Khairuddin bin Mohd. Taib, Dr. Gaitri Hena Mukherjee, Mrs. Nik Faizah Mustapha, Mrs. Nor Hayati bte Abdul Rasid, Mr. Omar bin Man, Mr. S.V.J. Ponniah, Mr. M.P. Prabhakar, Ms. Sharifah Maimunah binte Syed Zin, Mr. Tan Cheong Or, Mr. James Vanniasingham, Mr. Yak Yee Khiong, Mr. Yakob bin Md. Som, Mr. Zainuddin bin Haji Zaini

Republic of Maldives (1982～)

Mr. Mohamed Hameed

Nepal

Mr. Gauri N. Bachhar, Dr. Mohan Deva Bhattarai, Mr. Bakhat Bahadur Chitrakar, Mr. Prakash Bahadur K.C., Mr. Raj Babu Dabadi, Mr. Lokesh Raj Dali, Mr. Ramesh Prashad Gautam, Mr. Shyam Raj Dhoj Joshi, Mr. Narayan Krishna Joshi, Mr. Subarna Ram Joshi, Dr. Prem Kumar Kasaju, Mr. Bijuli Prasad Kayastha, Mr. Mohammad Alam Khan, Mrs. Chandra Kala Kiran, Mr. Dirgha Raj Koirala, Mr. Bishwaram B. Mathema, Mr. Rama Nand Mishra, Dr. Mohammad Mohsin, Mr. Sanu Mah Nakarmi, Mr. Maheshwar Padhye, Mr. Nilakantha Rao Padhye, Dr. Vishwanath Poddar, Mr. Ananda Lal Pradhan, Dr. P. Pradhan, Mr. Shiva Bahadur Rajbhandari, Mr. Satya Narayan Rajbhandari, Mr. Jaya Ram Ranjitkar, Mr. Lokendra Bahadur Rayamajhi, Mrs. Durga Regmi, Mr. Tanka Nath Sharma, Mr. Narayan Prasad Sharma, Mr. Ayan Bahadur Shrestha, Mr. Surya Bahadur Shrestha, Mrs. Lalita Devi Shrestha, Mr. Iswari Lal Shrestha, Mr. Naresh Man Shrestha, Dr. Kedar Nath Shrestha, Mr. Lila Raj Shrestha, Mr. Ramesh Jung Thapa, Dr. Ishwar Prasa Upadhyay

New Zealand (1981～)

Ms. Charlotte Burton, Mr. John Stephen Faire, Mr. Don Ferguson, Mr. Iain Galloway, Mr. Arch Gilchrist, Miss Jean M. Herbison, Mr. John Kennedy Millar, Ms. Joan Paske, Mr. Maurice H.A. Pentecost, Mr. Neil Alexander Reid, Mr. John E. Watson, Mr. Bevan Werry

Pakistan

Miss Mahmuda Begum Ahmad, Dr. Zafar Afaq Ansari, Dr. Ahmed Ali Arain, Dr. Kamrunnessa Begum, Dr. M.A. Bhatti, Mr. Syed Ijaz Hussain Bokhari, Mr. Ghulamrasool Channa, Mr. Safdar Hussain Gurmani, Mr. Salimul Haq, Dr. Shafiqua Mutiul Haq, Dr. I.N. Hassan, Dr. Mohammad Ilyas, Mr. M.A. Jabbar, Mr. Muhammad Ishaq Jalalpuri, Prof. Muhammad Jamshaid, Miss S. Jilani, Dr. M. Ali Kazi, Mrs. A.M. Khan, Prof. Laeeq Ahmed Khan, Mr. Wasiullah Kahn, Mrs. Halima Khatun, Mr. Mushtaq Ahmad Khokhar, Dr. Abdul Latif, Dr. Muzaffar Hussain Malik, Dr. Abdul Rahman Mughol, Prof. Maryam Sultanah Noohani, Mr. Muhammad Aslam Popalzai, Dr. Muhammad Nasim Qaisrani, Mr. Mahfuzur Rahman, Mr. S.H.R. Rizvi, Mr. Ghulam Sarwar, Mr. Shahid Shamsi, Mr. B.A. Sheikh, Mr. Sayed Wahab

Papua New Guinea (1979～)

Mr. Ephsaim T. Apelis, Mr. Peni Banamu, Mr. Gerard Guthrie, Mr. Gamini Ila, Mr. Roland Katak, Mr. Graeme J. Kemelfield, Mr. Stanley Kila, Mr. John Maela, Mr. Jerry Maine, Mr. Rodrick Price, Mr. Edwin Sikil, Mr. Valena Wara

Philippines

Mr. Efrain E. Abracia, Dr. Jasmin E. Acunã, Miss Mercedes P. Adorio, Mr. Aguedo Agbayani, Miss Pacita N. Andres, Prof. Ofelia Angangco, Mr.

Lauro G. Bautista, Ms. Norma B. Bernardo, Mrs. Carmen U. Bonãga, Mr. Petronilo A. Buan, Mr. Bonifacio C. Cacerez, Dr. Lanniene S. Capalad, Dr. Carmen B. Carlos, Miss Edith B. Carpio, Dr. Pulina M. Castano, Mr. Roberto J. Castillo, Mrs. Isabel V. Castro, Dr. Ricarda P. De Castro, Dr. Josefina Cortes, Mr. Antonio G. Dumlao, Miss Lucy Eleazar, Dr. Elanor T. Elequin, Dr. Aurelio O. Elevazo, Miss Celestial S. Famatigan, Dr. Miguela Flores, Prof. J.C. Fonacier, Ms. Corazon L. Galang, Miss Wulfilda Galvante, Mrs. Elvira R. Galvez, Mr. Tomas Garcia, Dr. Esperanza Gonzales, Mr. Nestorio A. Gubio, Dr. Juanita S. Guerrero, Dr. Fe Hidalgo, Dr. Milagros Ibe, Mr. Rafael Z. Ilago, Dr. Frine F. Jimenez, Dr. Guillermo R. Lazaro, Dr. Georgina Lisk, Mr. Dioscorides D. Lusung, Prof. Rita T. Madlansacay, Miss Cristina Mencias, Dr. Marcelina M. Miguel, Miss Salvacion P. Navaroo, Mrs. Josefina L. Pabellon, Dr. Cristina Parel, Miss Elizabeth C. Pico, Ms. Socorro A. Pilor, Mr. Alberto Poblete, Mr. Anastacio C. Ramento, Dr. Paz G. Ramos, Mrs. Iluminada A. Real, Mrs. Cortona A Rivera, Dr. Alejandro R. Roces, Mrs. Miliza Muriel Romero, Mrs. Perla S. Roxas, Dr. Felix Santos, Dr. Julieta M. Savellano, Mr. A. Sevastian, Mrs. Waldetrudes M. Sison, Dr. Minda C. Sutaria, Mrs. Isable L. Tablante, Mr. Rosario S. Tan, Dr. Mona D. Valisno, Miss Raquel Valle, Dr. Araceli M. Villamin

Republic of Korea

Dr. Chang Yil Ahn, Dr. Chong Keun Bae, Mr. Choi Young Jin, Mr. Choi Wan Kyu, Mr. Bom Mo Chung, Dr. Chung Chan Young, Mr. Wan Ho Chung, Dr. Chung Won Shik, Mr. Han Jeong Keun, Mr. Han Sangjin, Mr. Il Je Sung, Mr. Im Dae Yung, Dr. In Jae Im, Mr. Jun Do Woong, Mr. Ok Ki Kang, Dr. Sang Jo Kang, Mr. Kee Chung Yu, Mr. Ki Choo Kang, Mr. Ki Yung Hong, Dr, Bong So Kim, Dr. Hyung Rip Kim, Mr. Kim Jin Lak, Dr. Kim Soon Taek, Dr. Kim Sun Ho, Mr. Yoo Suk Kim, Mr. Young Choon Kim, Dr. Yung Chul Kim, Dr. Kwak Byong Sun, Mr. Hyuk Soon Kwon, Dr. Kwon Nakwon, Mr. Tae Il Kwon, Dr. Don Hee Lee, Prof. Jae Won Lee, Mr. Lee Jang Woo, Dr. Lee Joong Suk, Mr. Lee Kyu Suk, Dr. Sung Ho Lee, Dr. Sung Jin Lee, Mr. Lee Yong Kul, Dr. Young Dug Lee, Mr. Lim Byeong Gi, Mr. Lim Byung Lang, Dr. Hyun Ki Paik, Dr. Pak Sung Jae, Mr. Byung Ok Park, Mr. Chong Yul Park, Mr. Do Soon Park, Dr. Park Sung Soo, Mr. Chong Nock Rhee, Mr. Ryu Han Koo, Mr. Keu Woo Shin, Dr. Se Ho Shin, Mr. Sha Kyun Shing, Dr. Joung Kyu Whang, Mr. Yi Gou Zeh

Singapore

Mr. Chan Kai Yau, Mr. Cheah Chye Keat, Mr. Cheng Ching Chi, Dr. Chin Long Fay, Mr. Chng Meng Seah, Miss Jenny Yong Sow Chun, Mr. Chung Chang Koon, Mr. Gan Kee Soon, Ms. Goh Mei Lian, Ms. Han Ah Yew, Mr. Han Luk Juan, Miss Ching Ah Kim, Dr. Kho Tek Hong, Mr. Kho Beng Thiam, Mr. Boon Piang Koh, Mr. Kwong Lup Peng, Mr. Charles Swee Sene Lee, Mr. Lee Chong Chee, Mr. Lee Keng Gnan, Mrs. Lau Chian Lee, Miss Lilian Lee, Mr. Lim Chee Lin, Miss Lim Guat Tin, Ms. Low Sin Leng, Mr. David Teo Kei Moey, Dr. Sorimuda Nasution, Mr. Dorai Natarajan, Mr. Ng Hok Siang, Mr. Ooi Teik Beng, Mr. Quah Chen Kong, Dr. Sim Wong Kooi, Miss Jane Kruna Singham, Mr. Soh Kay Cheng, Dr. Tai Chen Hwa, Mr. Tan Kay Hiang, Miss Tan See Lai, Ms. Tan Teng Wah, Dr. Tan Wee Kiat, Mr. Tan Wee Pin, Mr.

Teo Ting Kok, Mr. Wong Hee Sing, Mr. Wong Loke Jame, Dr. Ruth H.K. Wong, Mr. Woon Ho Thye

Sri Lanka

Mr. Don Simon Indrapala Abeyweera, Mr. Jinapala Alles, Mr. K.D. Ariyadasa, Mr. S.T. Sumanasekera Banda, Mr. S.W. Ekanayaka, Mr. Bertie Fernando, Mr. A.C.A. Gaffoor, Mr. A. Gautamadasa, Mr. D.M. Hettiarachchi, Mrs. R.M.L. Jayasekera, Mr. Herath Jayasinghe, Mr. H.D. Jayatillake, Mrs. J. Soma Kiriella, Mr. L. Dayanada Liyanage, Mrs. P. Marandawela, Mr. H.M. Moratuwagama, Mr. G.L.S. Nanayakkara, Mr. S.K. Neththananda, Mr. H.S. Sri Nissanka, Mr. Dhanapala Pasqual, Miss Kamala Peiris, Mr. D.A. Perera, Mr. W.S. Perera, Mr. M.M. Premaratne, Mr. B.L. Ranasinghe, Mr. R.M.H.N. Ratnayake, Mr. P. Samaranayake, Mr. U.S. Philip Senaratne, Prof. W.A. de Silva, Mr. A.B. Siyambalapitiya, Mr. B.L. Somaratne, Mr. A. Subasinghe, Mr. G.D. Sudasinghe, Mr. R.M. Tilakaratne, Mr. P.T. de S. Wijetunga, Mrs. S. Wimalachandra

Thailand

Miss Arunsri Anantrasirichai, Dr. Wira Bumroongruks, Ms. Ubol Banhansupawat, Miss Napa Bhongbhibhat, Dr. Siriporn Boonyananta, Mr. Prachum Bourthong, Mrs. Suda Brahmawong, Mr. Chaloem Bundhamcharoen, Dr. Saiyut Champatong, Mr. Prasop Chandhaket, Mrs. Varee Chantrasakul, Mr. Samn Chatiyanonda, Dr. Thongchai Chewprecha, Mrs. Prayong Chindawong, Mr. Swat Chongkol, Mr. Thamrong Chootap, Dr. Sanoh Dharmgrongartama, Mr. Winai Kasemsestha, Mr. Seyy Keadjareon, Dr. Wiochien Ketsingha, Dr. Sippanondha Ketudat, Mrs. Chumnuan Klongkankhian, Miss Praopan Komolmalya, Dr. Sangob Laksana, Dr. Saradatta Lamaimas, Miss Darawan Leongaramchoti, Ms. Pornnipha Limphayom, Mrs. Chaweewan Mahatap, Dr. Chaleo Manilerd, Dr. Ekavidya Nathalang, Mr. Boonsom Navanukroh, Mr. Pratana Ngarmrongvan, Mr. Suwat Ngerncham, Dr. Panom Pongpaibool, Dr. Kowit Pravalpruk, Mr. Sman Sangmahli, Mrs. Chongdee Sangpetch, Mr. Chaiyan Sirichote, Mr. Charnchai Siriwat, Mr. Pisan Siwayabrahm, Dr. Nipone Sookpreedee, Mrs. Prasarn Soydhurm, Mr. Kirati Sriwichian, Dr. Kamol Sudaprasert, Miss Pranee Suthiarom, Miss Earbboon Suthiprapa, Dr. Chareonpol Suvanachot, Dr. Thanoo Swaengsakdi, Mrs. Pusadee Tamthai, Miss Arpa Thanudchang, Mr. Prasit Topradit, Miss Rayab Trisdikoon, Prof. Swath Tscheikuna, Mr. Charoon Vongsayanha, Dr. Ladda Vongsayanha, Mrs. Suchada Waiyawudh, Mr. Wirach Waiyawudh, Dr. Piyavadee Wongyai

Socialist Republic of Viet Nam (1979～)

Dr. Nguyen Gia Coc, Mr. Nguyen Thuong Chung, Prof. Nguyen Xuan Tai, Dr. Pham Minh Hac, Dr. Pham Van Hoan, Dr. Tran Thuc Trinh Tai

Republic of Viet Nam (～1975)

Dr. Duong Thieu Tong, Mr. Ho Van Chieu, Mr. Lam Van Tran, Dr. Le Van, Mr. Le Van Lam, Prof. Nguyen Dinh Hoan, Mr. Nguyen Tu, Prof. Nguyen

Van Luong, Mr. Nguyen Van Phuoc, Dr. Nguyen Xuan Thu, Mr. Pham Dinh Thang, Dr. Tran Van Tan, Mr. Trinh Viet Thai

Western Samoa (1985～)

Mrs. Karoline Fuatai, Mr. Taimalie P. Matalavea

[International Organizations]

Unesco

Unesco Regional Office (Bangkok)

Dr. G.L. Arividson, Dr. Thamrong Buasri, Mr. Paul Cailhau, Mr. Akihiro Chiba, Mr. R.M. Van Drimmelen, Dr. Prem K. Kasaju, Dr. Maria Laosunthara, Dr. Abdul Latif, Dr. Yoichi Nishimoto, Dr. Hyun Ki Paik, Dr. M.C. Pant, Mr. M.A. Qureshi, Mr. M.S. Ramos, Mr. J. Ratnaike, Dr. S.R. Samady, Mr. Raja Roy Singh, Miss Charatsri Vajrabhaya, Mr. Ryo Watanabe, Dr. Weerayudh Wichiarajote

Unesco Regional Institutions (Quezon, Colombo and New Delhi)

Dr. H. Amatsuchi, Dr. M.V. Mathur, Mr. P.E.G. Mendis, Dr. Alfredo T. Morales, Dr. E.A. Pires, Dr. K.G. Saiyidain, Dr. H.A.V. Soysa

Unesco Headquarters (Paris)

Dr. Albert V. Baez, Mr. L.R. Fernig, Mrs. Jacqueline Hommey, Dr. Ed. Jacobsen, Mr. Andre Lestage, Dr. G. Vaideanu

Unesco·IBE (Geneva)

Mr. L.R. Fernig, Ms. A.M. Furtado

Unesco Institute for Education (Hamburg)

Dr. Tetsuya Kobayashi

Unesco Field Office for Science in South Asia

Dr. D.A. Boutaev

Unesco·NEIDA (Ghana)

Dr. Hubert M. Dyasi

Southeast Asian Ministers of Education Organization (SEAMEO)

Southeast Asian Ministers of Education Secretariat (SEAMES)

Dr. Moegiadi

Regional Centre for Education in Science and Mathematics (RECSAM)

Mr. Tiang Lim Khoo, Mr. Poon Poh Kong, Mr. Tan Boon Tee, Mr. Devan Velayudhan, Mr. Wan bin Dus Mohamed, Mr. Wang Kim Seong

Regional Centre for Educational Innovation and Technology (INNOTECH)

Dr. Liceria B. Soriano

UNDP (United Nations Development Programme)

Miss Katarina Larsson

[Non-Unesco Member State in Asia]

Hong Kong

Sister Joan Delaney

[Countries outside the region of Asia and the Pacific]

Canada

Mr. Sam R. Stasiuk

Federal Republic of Germany

Prof. Joseph Derbolav

Panama

Mrs. Rina de Barba

Sweden

Prof. Torsten Hussen

United Kingdom

Prof. Joseph A. Lauwerys

United States of America

Dr. Frank Bowles, Dr. John I. Goodlad, Ms. Jidith Huffman, Mrs. Elizabeth Holden Rose

Some participants were nominated more than once to attend NIER's programme, but their names appear only once. Further, those who have participated in the activities representing different agencies, the names are listed for each case. The years given after the names of countries show either the year that the country sent their participants for the first time or the year that the country ceased to send their participants to NIER's programme.

(2) Number of Participants by Country/Institution

Given below are the numbers of participants (including resource persons, co-workers and observers) by country or agency. It reaches 1,306 in total. The countries that have sent more than the average excluding Japan are the Philippines, Thailand and the Republic of Korea. The countries which have sent a very limited number of participants such as the Maldives, Fiji or Western Samoa have their own specific reasons.

[Unesco Member States in the Region]

Afghanistan	29	Maldives	1
Australia	26	Nepal	46
Bangladesh	32	New Zealand	18
Burma	9	Pakistan	37
Cambodia	9	Papua New Guinea	12
People's Republic of China	23	Philippines	106
Republic of China (Taiwan)	12	Republic of Korea	80
Fiji	2	Singapore	49
India	72	Sri Lanka	47
Indonesia	52	Thailand	79
Iran	28	Socialist Republic of Viet Nam	9
Japan	331	Republic of Viet Nam	17
Laos	13	Western Samoa	2
Malaysia	59		

[Unesco Offices/Institutions]

Regional Office in Bangkok	48	UIE in Hamburg	2
Regional Institutions		Field Office for Science in South Asia	1
Quezon	7	NEIDA, Ghana	1
Colombo	6	IBE	2
New Delhi	7		
Headquarters in Paris	8		

[Southeast Asian Ministers of Education Organization (SEAMEO)]

Southeast Asian Ministers of Education Secretariat (SEAMES)	1
SEAMEO Regional Centre for Education in Science and Mathematics	7
SEAMEO Regional Centre for Educational Innovation and Technology (INNOTECH)	1

[United Nations Development Programme (UNDP)] 1

[Non-Unesco Member State in the Region]

Hong Kong	1

[Countries outside the Region]

Canada	2	Sweden	1
Federal Republic of Germany	1	United Kingdom	3
Panama	2	United States of America	4

Grand Total: 1,306

NOTES ABOUT THE AUTHORS

Dr. Kihei Koizumi served the National Institute for Educational Research (NIER) as the first Chief of the Section for Educational Co-operation in Asia until March 1981. Then he transferred to Reitaku University and currently he is a professor and Director of the Administration Bureau.

Mr. Raja Roy-Singh began his career as an educationist in India as director of education in the largest state in India. He then transferred to the central government where he was an educational advisor to the Government of India, in which capacity, among other things, he founded the National Council of Educational Research and Training (NCERT). It is of interest to recall that in preparation for starting this educational research organization, Mr. Roy-Singh had visited Japan to study the organization and working of the National Institute for Educational Research (NIER).

In 1964 Mr. Roy-Singh joined Unesco first at Paris as director of the educational planning office. Later in 1965 he transferred to Bangkok as Unesco's Regional Director for Education in Asia and the Pacific. He became Assistant Director-General of Unesco for Asia and the Pacific and co-ordinator of all Unesco's programmes in the region. He served Asia and the Pacific for twenty years before he retired in 1985.

He has written extensively on education, his latest being a book on education in Asia.

Mr. Leo R. Fernig is a British educator who served for many years as a department director in Unesco, Paris, before becoming the Director of the International Bureau of Education in Geneva, from which he retired in 1977.

Dr. Abdul Latif served for about 12 years until 1985 as the first Chief of Asian Centre of Educational Innovation for Development (ACEID) which office made drastic impact on educational co-operation in Asia and the Pacific through common activities and exchanges among an expanding network of national R and D institutions. His co-operation was utilized in planning and vitalization of some of the similar networks in other regions.

In pakistan, Dr. Latif's name is associated with several initiatives and innovative institutions. These include: diversification of secondary education, modernization of science and mathematics education, institutionalization of the rolling reforms in curriculum, organizing cell, planning the first set of superior science colleges and professional universities. He is still active in national and international education programmes.

Dr. Latif earned his doctorate in education from Harvard University and his Master's degree in biology from University of Toronto and Bachelor's degree in agriculture from the Punjab University.

Dr. Hiroshi Kida served for the Ministry of Education, Science and Culture as Director-General of the Social Education Bureau, the Physical Education Bureau, the Higher Education Bureau and the Science and International Affairs Bureau. From 1974 to 1976, Dr. Kida was Secretary-General of the Japanese National Commission for Unesco. Then he was appointed as Permanent Vice-Minister of Education, Science and Culture. In 1978, he became a Director General of the National Institute for Educational Research (NIER). In 1985 he transferred to the Japan Society for the Promotion of Science (JSPS) as its Executive Director, from which he retired in 1987.

Dr. Kida has served as a member of important commissions and councils as well as academic associations, and he is the author of a number of publications on various aspects of education.

Editors' Note

The year 1987 marks the twentieth year since the National Institute for Educational Research (NIER) started its regional co-operation programme in Asia. Ten years is an epoch, but already two epochs have already past, so the staff who are directly involved in the regional co-operation programme at present hoped to undertake some projects in commemoration of this occasion.

Many of those who made concerted efforts for the preparation and initiation of this programme have already retired. Also, many staff members of NIER who have been involved in the programme either directly or indirectly left the Institute. It is increasingly difficult to keep records of old days and to retrieve necessary information year after year. In view of these facts, it was thought that now is the right time to record the history of the regional co-operation programme of NIER.

This document is written to be self-contained. Given a basic data on the activities of Unesco-NIER Regional Programme for the past 20 years, the reader should be able to appreciate the evolution and development of this programme in the region of Asia and the Pacific which was jointly promoted by Unesco, countries and educators in the region, and NIER.

The preparation of this document started last year, and we approached Mr. Raja Roy-Singh, Mr. Leo R. Fernig, Dr. Abdul Latif, Dr. Hiroshi Kida and Dr. Kihei Koizumi who have been involved in the launching of or implementation of Unesco-NIER Regional Programme, and requested that they each write a paper recalling the period they involved in the programme. Also Mr. M. Makagiansar was requested to give us a message on behalf of Unesco. They all kindly accepted our requests, and papers were in our hands six months ago. We acknowledge the contributions made by them. At the same time, we would like to apologize to them for delaying the publication of this document, as it was planned for publication in both English and Japanese and it took some time for the translation of the manuscripts to be completed.

We very much would like to ask Dr. Masunori Hiratuka, former Director General of NIER and Mr. Ryoji Ito, former Secretary-General of Unesco National Commission, who were the founders of this programme and dedicated their life to the development of education in this region as well as in the world. But unfortunately this was not possible. We would like to offer this document on the altar praying for the repose of the soul of late Dr. Masunori Hiratuka and late Mr. Ryoji Ito.

We acknowledge the financial contribution made by *the Kansai Oceania Kyokai* (Kansai Oceania Society), *Sonoda Gakuen Joshi Daigaku* (Sonoda Gakuen Women's University), *Sonoda Gakuen Joshi Tanki Daigaku* (Sonoda Gakuen Women's Junior College), *Toho Seimei Sogo Hoken Gaisha* (Toho Mutual Life Insurance Company), *Hiroike Gakuen* (Hiroike Institute of Education), *Moraroji Kenkyujo* (Institute of Moralogy), and Dr. Kihei Koizumi, Professor at Reitaku University for the publication of this document.

We are also indebted to Mr. Akihito Kosakai, and Mr. Masanori Sakamoto, who was and is with us from Toho Mutual Life Insurance Company as research fellows, for their contribution to the compilation of the basic data.

Our most bountiful gratitude goes to the "ALUMNI" of Unesco-NIER Regional Co-operation Programme, who participated in the workshops and seminars and contributed to the successful implementation of the programme, and also contributed to the enrichment of the intellectual reservoir and to the development of education in the region.

We welcome the indication of any factual mistakes and omissions of important data in this document for possible inclusion in subsequent volumes of this kind in the future.

October 1987

Toshio Kanaya
Nobuya Higuchi
Ryo Watanabe
Noriaki Sagara